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ABSTRACT

This teaching guide was developed to assist teachers in implementing leadership development as an integral component in vocational education. The manual includes instructional materials and strategies that will assist students in using their classrooms as laboratories for acquiring and applying leadership skills. The manual includes four unit plans corresponding to four major program goals for preparing students for leadership roles that have been identified. These program goals are as follows: (1) the student is able to assume leadership roles at home, at school, on the job, and in the community; (2) the student is able to facilitate individual and group progress toward identified goals; (3) the student is able to disseminate and receive information through written and oral communication; and (4) the student is able to evaluate individual and group action. Each program goal is supported by enabling objectives, learning activities, resources, and evaluation techniques. Handouts, activity sheets, information sheets, case studies, and resource lists are provided. The guide includes lists of references and suggested films. (KC)

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LEADERSHIP DEVELOPMENT THROUGH PLANNED INSTRUCTION IN VOCATIONAL EDUCATION

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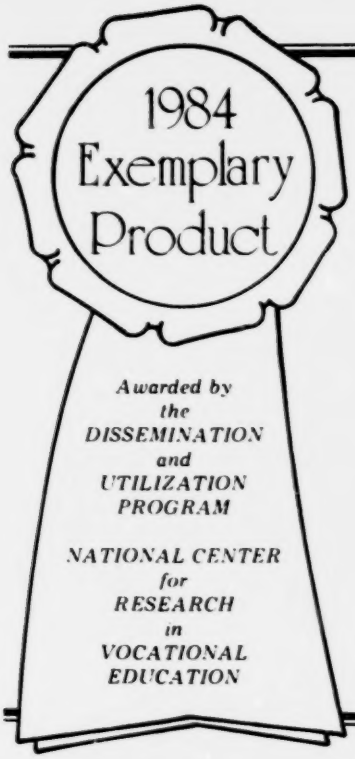

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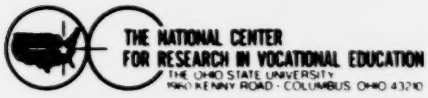
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INTRODUCTION

Leadership development was considered so important for students seeking future employment that it was established as an integral part of all vocational education programs in the United States. Many Washington sources indicate that vocational students provided with leadership skills were more successful in making the transition from the school environment to the work force. Students with leadership abilities generally work more effectively with other employees, assume greater responsibilities through leadership roles and get along better socially with others. According to many business leaders, people lose their jobs not because they are unqualified technically, but rather because they cannot get along with their fellow workers or supervisors. In addition, many businesses fail because of the leadership ability of their owners and managers. For these and many other reasons, leadership development is a requirement of all vocational programs in Washington and continues to be an important component in the development of an effective work force.

The requirement for leadership development is stated in two separate locations in the Washington State Vocational Education Program Standards:

> WAC Chapter 490-48A-010 Vocational Student Organizations: "Leadership development in vocational programs in secondary schools, vocational technical institutes, and community colleges will be made available to all students as an integral part of the instructional programs."

State of Washington, Superintendent of Public Instruction, Standards for Vocational Education Programs 81-4b, item number 5. "Leadership development through planned activities providing for transition from school to job must be an integral part of the instructional program. The vocational education student organizations meet this need."

Leadership development through planned activities that enable the individual to make a better transition from school to job can be effectively provided in the secondary school environment. Leadership development must then be an integral part of the vocational instructional program. Traditionally, vocational student organizations have provided the vehicle for students to discover and engage in leadership experiences. However, leadership development must be an integral component of all vocational education programs whether or not a student organization exists.

All vocational educational programs have the responsibility for involving students in activities designed to develop their leadership potential. Each program has specific criteria regarding leadership development components. It is, however, up to the vocational teacher to see that each student understands the leadership process and the value of participation in leadership activities. It is also essential that the instructors believe in the philosophy of leadership development and have a thorough understanding of methods and techniques. Likewise, the enthusiasm of the teacher will communicate itself to students as he/she skillfully guides student participation in leadership activities. Planning, managing, and evaluating of a successful student leadership program depends on a solid rationale for the leadership curriculum. The teacher must strongly believe that

the activity is important and has a real place in a vocational curriculum.

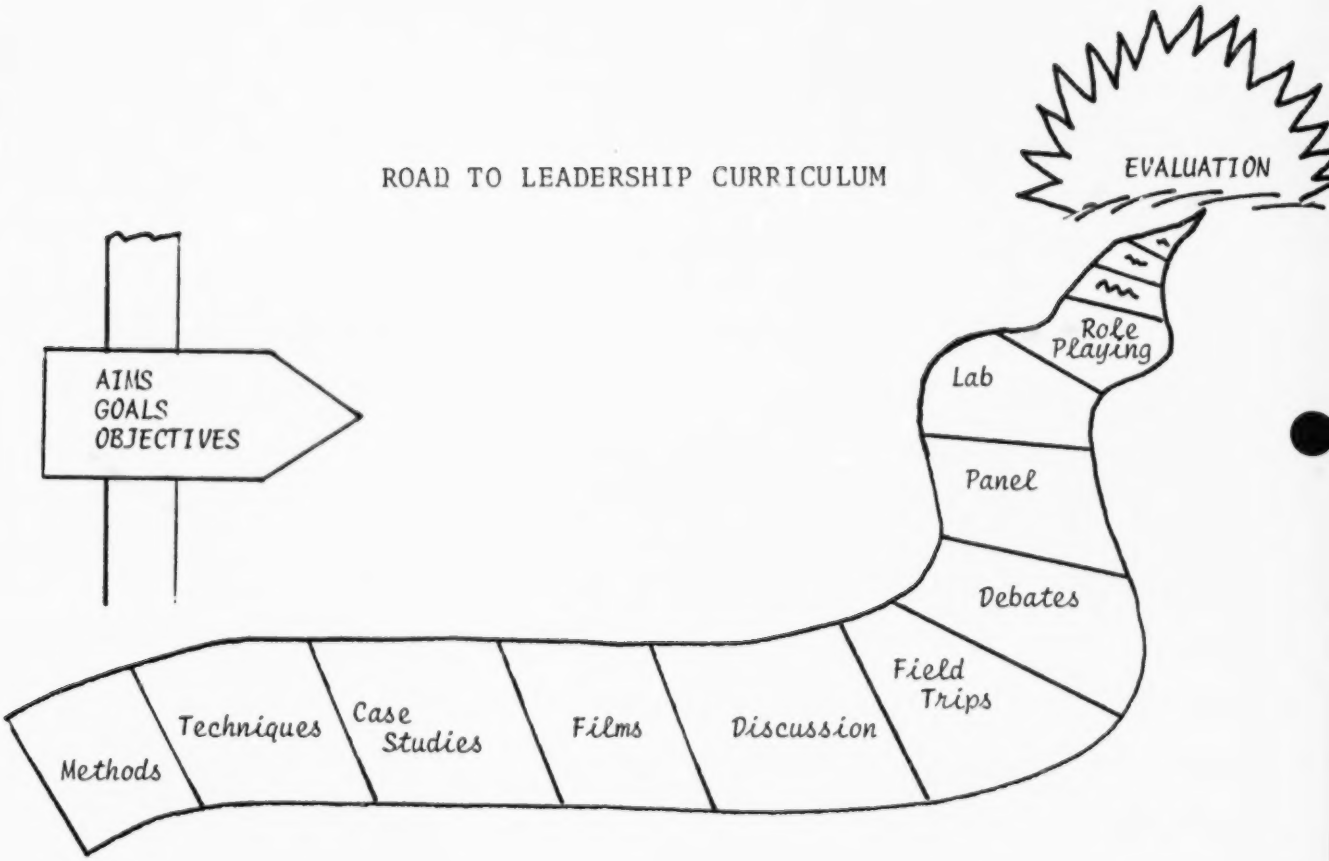
"Leadership Development through Planned Instruction in Vocational Education" was developed to assist teachers in implementing leadership development as an integral component in vocational education. The manual includes instructional materials and strategies which will assist students to utilize their classrooms as a laboratory for acquiring and applying leadership skills.

Four major program goals for preparing students for leadership roles have been identified. They are as follows:

1. The student is able to assume leadership roles at home, at school, on the job, and in the community.
2. The student is able to facilitate individual and group progress toward identified goals.
3. The student is able to disseminate and receive information through written and oral communication.
4. The student is able to evaluate individual and group action.

This manual includes unit plans for each of four program goals emphasized. Each program goal is supported by enabling objectives, learning activities, resources, and evaluation techniques. These are provided for your consideration and not meant to suggest the "only way" in which the sequences for leadership development in vocational education can be met.

PLANNING FOR LEADERSHIP CURRICULUM



PLANNING FOR LEADERSHIP DEVELOPMENT

As a vocational instructor, you have the challenge of integrating leadership concepts into your curriculum. Although that may seem to be a tremendous challenge initially, it is no more difficult than planning for any other content area.

Most curriculum is planned by answering three basic questions:

--Where Am I Going?

--How Am I Going to Get There?

--How Will I Know When I've Arrived?

This guideline will assist you in answering these questions. Because conditions vary from school to school, not all of our ideas will be appropriate in every situation. In addition, there are many other resources which can be used.

WHERE AM I GOING?

This question focuses on the purposes, goals, aims, and objectives of the curriculum. The first step in developing any unit of instruction is to determine the desired outcome. What is it that I want to accomplish through my teaching efforts? This question is usually answered in terms of the learner behavior, skill, or attitudes desired.

Although many different terms are used in the literature to describe goals and objectives, they are generally defined as statements of intent; what we hope to have happen. In this guideline, we have provided two levels of goals and objectives: Program Goals and Enabling Objectives. Program Goals are general statements

of intent which are measurable. These could be used in a local district as course goals, student learning objectives or course objectives. They are statements of learner competency.

The Enabling Objectives are more specific statements of intent and support the Program Goals. They specify the desired behavior in more precise terms. Enabling objectives focus on a more narrow segment of behavior. The objectives have not been written as behavioral objectives which include not only the desired behavior, but also the conditions and criteria for achievement of the behavior. You, as the manager of the learning environment, must determine the conditions and the criteria which are appropriate for your learners in your course. The enabling objectives, as stated in this guideline, will provide a foundation for developing specific behavioral objectives.

As you begin to make decisions about "Where" you want the leadership component of your program to go, you may want to get input from students, parents, employers, advisory committee members, educators, community members and from research studies. Use as many sources of information that you can to assist you in the selection of valid goals and objectives.

You may also want to sequence the objectives of your program to provide for continual growth and development in the area of leadership as students progress from course to course or grade level to grade level. Determine which of the objectives would be most appropriate at the beginning, intermediate, and advanced levels of your program. Some may need to be included in all levels or in all courses.

These goals are based on findings of leadership research, leadership curriculum guidelines, student organization materials, and other leadership training materials. They represent many of the common goals identified for leadership curriculum and are suggested for your consideration.

LEADERSHIP PROGRAM GOALS AND ENABLING OBJECTIVES

Program Goal:

1. The student is able to assume leadership roles at home, at school, on the job, and in the community.

Enabling Objectives:

- 1a define leadership
- 1b identify leadership skills
- 1c analyze leadership roles at home, at school, on the job, and in the community
- 1d assess personal leadership skills
- 1e take action to improve personal leadership abilities
- 1f analyze purposes of group membership
- 1g analyze roles of group members

Program Goal:

2. The student is able to facilitate individual and group progress toward identified goals.

Enabling Objectives:

- 2a identify concerns, issues, problems or interests
- 2b utilize sources of information
- 2c clarify issues, problems, concerns, or interests
- 2d analyze situations, factors, or conditions
- 2e identify alternatives
- 2f participate in group decision making
- 2g work cooperatively with others
- 2h establish goals
- 2i organize people, material resources, and time
- 2j assume individual responsibility
- 2k apply decision making process
- 2l motivate others
- 2m delegate responsibility
- 2n adjust goals
- 2o analyze human behavior

Program Goal:

3. The student is able to disseminate and receive information through written and oral communication.

Enabling Objectives:

- 3a follow directions
- 3b take notes
- 3c listen
- 3d complete forms
- 3e participate in group discussion
- 3f formulate questions
- 3g communicate orally
- 3h communicate in writing
- 3i give directions
- 3j interpret a problem, issue, concern, or idea to others
- 3k plan a meeting
- 31 conduct a meeting
- 3m use parlimentary procedure
- 3n analyze importance of accurate communication
- 3o criticize others without offending

Program Goal:

4. The student is able to evaluate individual and group action.

Enabling Objectives:

- 4a appraise progress
- 4b collect data/information
- 4c create opportunities for others to participate in evaluation activities
- 4d analyze information
- 4e assess needed action
- 4f adjust goals

HOW ARE YOU GOING TO GET THERE?

Once you have decided where you are going, the next logical step is to decide how. The how of curriculum includes the methods, strategies, techniques, and activities used to provide students an opportunity to gain the desired skills, attitudes, and knowledge.

Leadership development can be taught using many of the same methods and techniques used to teach any other content area. It

demands, however, greater use of opportunities for students to have experience and "hands on" learning. The goals and objectives dictate that students can perform as leaders, not just know about leadership. Because of that, it may be necessary to teach students to apply many of the techniques as they work with others. For example, discussion is a frequently used teaching technique. But in leadership development, it is important that a student not only be able to participate in a discussion, but that he or she is also able to lead a discussion. Because of this demand, we have provided fact sheets on some of the frequently used techniques. These fact sheets can be used to strengthen your ability to use these techniques in teaching or they can be used as you teach students to use the particular strategy. Many of the activities described in the unit plans are dependent upon participant skill in the strategies. Before using any of the activities, be sure that your students have the necessary prerequisite skill in each of the strategies utilized. This will enhance the benefit and enjoyment of these activities.

As you plan for teaching, specific learning activities must be selected in relation to objectives, student level, facilities, and other resources. The activities included in this guideline are suggested for your consideration. You must determine which are appropriate in your teaching situation. Some of the learning activities focus on personal values and opinions. Be certain that these are used with caution to protect the privacy rights of your students.

HOW WILL YOU KNOW WHEN YOU'VE ARRIVED?

Measuring student progress and growth gives feedback about objective achievement and lets you know when you've "arrived". Because the objectives focus on student behavior, it lets you know when the students have "arrived", too. Evaluation may also be used for other purposes. It may be used to:

diagnose student strengths and weaknesses
contribute to student learning
determine student readiness and interest
determine appropriateness of objectives
report student progress to parents, employers
build student self confidence, self concept
determine grades
obtain empirical data
analyze curriculum effectiveness
improve instruction

The evaluation technique chosen will be influenced by the purpose of the activity and the objective of instruction. It is important that the method chosen is consistent with the intent of the learning objective. If you are measuring skills, choose a technique which enables a student to demonstrate his or her skill, not just knowledge.

These are some measuring techniques which are appropriate for leadership development:

Achievement tests
Activity checklists
Anecdotal records
Aptitude tests
Attitude scales
Case studies
Check lists
Cross word puzzles
Demonstrations
Diaries
Discussion
Forced choice tests
Games
Graphs of improvement
Home practices
Interviews
Interest inventories
Letter writing
Observation
Open ended sentences
Oral reports
Performance tests
Product comparison
Questionnaire
Rating scales
Reaction sheets
Score cards
Self evaluation
Simulations
Skits
Time charts
Timed tests

It is interesting to note that many of these evaluation techniques can also be used as learning experiences. The purpose of an activity can be to assist the learner gain skill or measure degree of skill attainment.

LEADERSHIP DEVELOPMENT AND STUDENTS WITH SPECIAL NEEDS

Most vocational education programs serve students with special needs. Students who are handicapped or disadvantaged are either enrolled in vocational education programs designed to meet their special needs or they are mainstreamed into regular vocational education programs. Meeting the educational needs of these students is a challenge that vocational education has chosen to accept because of the importance of their ability to get and hold jobs and function as family members.

It is critical that all students, including special needs students, have an opportunity to develop the leadership skills that are considered essential for employability and effective functioning in the home and community. Because of their social, mental and/or physical abilities that make them special learners, leadership skills may be even more important than for average learners. As these students are increasingly integrated into the "mainstream" of life, these skills become essential (Blacher-Dixon, 1978, p. 4). Because many leadership skills are linked to employability, we, as vocational educators, cannot deny special needs students the opportunity to gain these skills.

These skills can be learned by special needs students. As with other learning outcomes, adjustments may need to be made in the curriculum to meet the needs of special learners. Tindal and

others (1980, p. 16) suggest that adjustments can be made in three areas of vocational education curriculum to meet the needs of special students:

time allocated to tasks

learning processes utilized

student grouping

Tindal and other writers suggest that special needs students may need additional time to achieve leadership objectives. The learning processes may need to be adjusted by selecting alternative objectives, using different methods of teaching and measuring growth and student performance using carefully selected criteria. By using individualized instruction, small group work, study teams, and other variations of grouping, learning can be facilitated for those with special needs (Redick, & Redick, 1979, pp. 196-197).

You may need to seek assistance from others as you begin to plan how to meet the leadership needs of your special learners. Suggested resource people include: administrators; special education instructors; counselors; school nurses; teacher's aides; other teachers; and parents. You do not have to work alone. Help is available in your school building, your district, and at the state and national levels. Working cooperatively with others cannot only make your task easier, but can result in a more sound educational program for the student.

SUMMARY:

The content of this guideline has been developed to assist you in the integration of leadership in vocational education curriculum. The Unit Plans have been developed as a sample that you may find helpful as you begin your own planning process.

Each Unit Plan focuses on one of the four Program Goals. While it is unlikely that you will include the entire content of the units, you may want to use materials from each unit so that students have an opportunity to gain skills in each of the four major areas.

The activity sheets provide learning activities that will assist in goal and objective achievement. Be sure to review these carefully to assure their appropriateness for your students in your school.

UNIT PLAN 1

Leadership

Unit Plan 1: Leadership

Length: 2-3 weeks
Level: Adaptable to grades 7-12

Program Goal: Student is able to assume leadership roles at home, at school, on the job, and in the community.

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
Student will develop personal definition of leadership	Lecture: What is leadership? Discussion: Who is a leader? What makes a person a leader? How would you define leadership? Small Groups: Using resources provided, develop definition of leadership acceptable to group members. Homework: Ask members of family, co-workers, or peers to read your definition of leadership. What changes would you make based on their reaction?	"Theory of Leadership" Fact Sheet, p. 20	Each student submits written definition of leadership.
Student will identify leadership skills	Large Groups: Review definitions developed in small groups and by individuals. Write several on board, on large sheets of paper, or on overhead transparencies. Using these definitions or your own, develop list of people or positions who are considered to be leaders in our homes, schools, communities, and place of employment. Small Groups: Discuss what would happen in any one of these places if all the leadership quit and	Teen Times, 32(1) Sept/Oct., 1976, entire issue	

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	went on strike. How would each of these places be different if no one assumed the leadership role?		
	Large Groups: Based on group discussions, what is the importance of leadership in each of these environments: School, Home, Community, and Work Place?		Write short paragraph on the importance of leadership in the home, the school, the community, and the world of work.
Students will analyze functions of leaders at home, school, in community, and world of work.	Interviews: Divide class and have groups interview leaders in each category and ask these questions: What tasks do leaders perform? What skills do they need to be successful? What is the "job" of a leader in this capacity? How were they chosen, hired, or elected? (Other questions may also be developed by class members.	"Leader Job Descriptions" Activity Sheet p. 24	Analyze the function of one leader. How would his/her home/job school/community be different without the abilities of this leader? What would happen if no one did this job?
	Using results of interviews, have small groups develop "job descriptions" of leaders at home, at school, at work in community. What are similarities? Differences?		
	Help the students understand that leaders are people, like themselves, who are responsible for themselves and others.		

Unit Plan 1: Leadership

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
Student will assess personal leadership skills	Large Groups: Using interviews definitions, references, and other sources of information develop a leadership skill check list. Have students identify which skills are essential and which skills are good to have.	"So You Want to be a Leader" Activity Sheet p. 27	
	Individual: Have each student complete skill check list and rate own skill level. The student may be encouraged to have others rate his/her skill level, also, but it must be carefully done. Each student must feel that the check list is for his/her own use and not for grading purposes.		Completion of checklist
Student will take action to improve personal leadership abilities	Small Groups: Have students determine ways that they can improve some of the skills checked as needing improvement on the skills checklist.	"Taking Action" Activity Sheet p. 29	
	Large Groups: Develop composite list of opportunities to improve each skill listed on checklist. Note especially ways that students can use class experience to gain additional skills.		Have each student develop a personal plan of action to improve at least one skill checked on list. Make plan, set goal, determine how evaluation will take place, carry out plan. Share experiences with teacher and/or class.

Unit Plan 1: Leadership

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
Student will analyze purposes of group membership	Discuss value of group membership: fellowship, increased capability, protection, identification with others. Have students add other benefits to list. Discuss what might happen if there were no groups: families, churches, clubs, organizations. How can group membership be beneficial to the member? To the group? Survey others to find out why they belong to groups and what purpose they see in belonging.	"Team Skills" Activity Sheet p. 30	Write a short statement analyzing purposes of group membership.
Student will analyze roles of group members	Discuss the need for sharing of responsibility in groups. How does each member contribute to the functioning of the group? Analyze the statement "You get what you give" in terms of group membership. How can "giving more" to a group result in "getting more"? Discuss how different people play different roles in various organizations. What are some factors that might influence the roles people play in groups? (time, interests, abilities, money)	"Group Involvement Checklist" Activity Sheet p. 34	

Unit Plan 1: Leadership

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Discuss the roles that people assume in groups (facilitator, leader, adviser, nay-sayer, etc.) Evaluate the values of each role.		Write a short skit which summarizes the roles people assume in groups. Present skit for class.

Fact Sheet

Theory of Leadership

Introduction: Leadership is a term that can refer to a variety of things--a person, a position, or a process. Leadership affects all of us. It generates a great deal of fascination due to the day-by-day experiences we have in situations where we may serve as leaders or be faced with others who are leaders. Because leaders usually are at the center of activity, their qualities are often the focus of attention. But looking at leadership as a process means that many questions must be considered about how and why some people become leaders, who they are, and how they perform relative to follower's expectation. There has been much written about leadership theory, leadership styles, and leadership traits, but there is limited general agreement on what leadership is and how it is developed. The development of leadership has its beginning with the traditional theory of the "great man" and has continued to the modern day "transactional" view of leadership.

Great Man Theory: Probably, the oldest theory of leadership was the "great man" theory. When events are explained by referring to the unique qualities of prominent persons, this approach is in use. History is full of major figures who are seen to be responsible for important events. If this view is correct, then the secret of greatness is to be born to be great (Hook, 1955, p. 14).

Theory of the Times: Another view comes under the broad heading of the theory of "the times." This view emphasizes that certain events lay the groundwork for some people to assume the role of leader and exert influence in line with the force of these events. This approach acknowledges that certain individuals do appear to shape events. However, the broader framework of events sets the conditions for their actions and their results. For example, in Tolstoy's novel War and Peace, it was stated that Napoleon was doomed by events once he chose to invade Russia (Hollander, 1978, p. 20).

Traits and Leader Functions: The "trait approach" stresses the personal characteristics of the leader. It was thought to be enough to point to desirable personality traits of leaders to explain leadership. Qualities such as "courage", "wisdom", and "character" are examples of those traits said to make a person a leader.

There are two kinds of trait research. One identifies the traits which might distinguish leaders from followers, and the other distinguishes effective leaders from ineffective leaders. There are considerable variations in the descriptions of effective leaders so that ". . . any list of qualities that meant anything at all would be bound to exclude someone who had succeeded in leadership and include many who had failed (Jay, 1971, p. 63).

Today we might still admire someone with quality traits, but would not assume they ensured that person's effectiveness for a particular set of leadership functions.

Early trait research emphasized hereditary factors in making leaders and there was a wide belief that leader qualities were based on heredity. But this was as much the "right" family ties as of genetic qualities. Later, because of social mobility, it was shown that becoming a leader was related more to individual capabilities than to conditions of birth. The results of trait research were summarized in 1948 by Ralph Stogdill and showed that intelligence was the only measure found to be positively related to leader status (Stogdill, 1948, pp. 25, 35-71).

The Description of Leader Behavior: The next major development in the study of leadership was the observation of actual leader behavior. Much of the early work was done in the military with the main interest on providing information about leaders in higher-level positions. Studies on leader behavior regarding such characteristics as communication, consideration, and recognition of subordinates were evaluated. The most consistent leader difference in these studies was in the area of personal patterns of interacting with subordinates.

Situational Approach. The next major step in leadership development occurred in the 1950s with the situational approach. It was an effort to identify the relationship among personality traits, and leadership style, and leadership situations. The situational approach emphasized the leader's qualities which are appropriate to a group in a given situation. There often is sufficient similarity in the tasks of leadership situations so that an individual may be able to function well as a leader in many of them. Where the task is similar, many of the same qualities are likely to be demanded of people assuming the role as leader (Hollander, 1964, pp. 4-5). Just as the trait approach, the situational approach gives little attention to processes of leader-follower relations over time and presents only a partial view of the reality of leadership phenomena.

Contingency Models: The contingency models are an extension of the situational approach. These models attempt to specify what leader attributes are appropriate, given certain contingencies in the situation. They emphasize factors calling forth different leader qualities to achieve effectiveness. The most prominent contingency model is Fred Fiedler's "Least Preferred Co-worker (LPC)" (Fiedler, 1967, pp. 133-153). It is built around the leader's style and compares leaders who are task oriented and those who are relationship oriented. Fiedler considers task oriented leaders to be more directive, more controlling, and less concerned with human relations. Relationship-oriented leaders are considered more permissive, concerned with human relations and considerate of other people's feelings.

In a newer contingency model, Victor Vroom and Philip Yetton specify particular styles of decision-making based on various situational factors (Vroom, 1974). It distinguishes among the autocratic, consultative and group styles for arriving at the solution leader's judgment about what the situation requires, rather than on a personality style.

Another kind of contingency model is the Path-goal theory initially developed by Martin Evans. His assertion was that leaders will be effective by making rewards available to subordinates and by making these rewards contingent on the subordinate's accomplishment of specific goals (Evans, 1970, pp. 277-298).

The leader's function is to define a path along which the followers expend efforts to achieve a group goal. The Path-goal theory is built on the concept that followers can be guided to do things which they believe will produce satisfying outcomes.

The Transactional Approach: During the same period the transactional approach to leadership was developed and considered the quality of the relationship between the leader and the follower. This approach considers that (1) leaders function with followers in a particular time and place, none of which elements are fixed; (2) leaders may gain their authority from various validators including higher authority and followers consent; (3) leadership involves a variety of tasks to be accomplished in varying roles (Hollander, 1964).

The term transaction is intended to indicate a more active role by followers in an exchange relationship with the leader, including mutual influence. The success of the relationship depends upon yielding to influence on both sides (Homans, 1961, p. 286).

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LEADER JOB DESCRIPTIONS

PROGRAM GOAL: The student is able to assume leadership roles at home, at school, on the job and in the community.

ENABLING OBJECTIVES: Primary: Analyze leadership roles.
Other: Identify leadership skills.

LEVEL: JR ____ SR ____ BOTH X__

TIME: 2 hours

RESOURCES OR EQUIPMENT: Job description forms, interview sheets

PROCEDURE:

Have the students develop an interview sheet which can be used to structure interviews with leaders in the home, at school, in the community or in the world of work. The purpose of the interview is to be able to develop a job description of a leader in each of these roles and then determine whether or not a single job description of a leader might be developed. (See Job Description Sheet). Suggested questions include:

What do you do as a leader? What tasks do you perform in your leadership role?

What are general things that you must know in order to perform your job as a leader?

Who are the people with whom you work? What is your working relationship with these people?

What are some special job conditions, requirements or tools that influence your role as a leader?

How did you get to be a leader? Were you elected? Hired? Chosen?

EVALUATION:

Using the results of the interviews, have the students develop a job description for leaders: at home, at school, at work, and in the community. Analyze the similarities and differences among the job descriptions. Can a single job description be written?

Have each individual analyze the function of one leader. How would this leader's home, school, community or place of work be different without the abilities of this leader? What would happen if no one did this leaders' job?

REFERENCE:

Weaver, C. Pullman, WA: Washington State University, 1982.

Job Title: Leader

Job Site: Home ___ School ___ Business or Industry ___ Community ___

What the individual does:

What the individual must know: (General areas of knowledge)

Who the individual works with:

Job conditions, work place, physical requirements, tools needed:

SO YOU WANT TO BE A LEADER . . .

PROGRAM GOAL: The student is able to assume leadership roles at home, at school, on the job, and in the community.

ENABLING OBJECTIVES: Primary: Identify leadership skills.
Other: Assess personal leadership skills.
Define leadership.

LEVEL: JR ____ SR ____ BOTH __X__

TIME: one-half hour

RESOURCES OR EQUIPMENT: Questionnaire

PROCEDURE:

Have students complete the following questionnaire and bring their responses to class to discuss. Encourage them to think about their responses and what they mean in terms of identifying important leadership skills.

EVALUATION:

Discuss individual responses to the questionnaire. Draw up a list of ways we can better discover our own leadership abilities. Draw up second list of ways we can discover the abilities of others. What action can each of us take in the next few days to discover our own leadership abilities? Those of others? What are some important leadership skills? Is everyone who has these skills a leader? Why or why not? What is a leader?

In summary, have students list three important leadership skills that they would like to develop or improve. Have them set a goal to improve or develop this skill. Check with student in one week to see what action they have taken. Encourage them to follow through on their goal.

REFERENCE:

Reum, E. A place to stand while putting yourself together. Lakewood, CO: Jefferson Public Schools, no date.

SO YOU WANT TO BE A LEADER . . .

Some folks are convinced that leaders are born. Others, like Abraham Lincoln believe that leaders create themselves. The following questions are for those of you who are willing to make the time, take the risks, and to put out the effort to develop your leadership abilities.

Where do you stand? My definition of leadership is: _____

_____

_____

I think the three most important leadership skills are: _____

_____

List five most important leaders in your school. (It could be adults or youth, males or females.) It could be a thought leader, sports leader, cheerleader, or peer leader. It could be you . . .

1.

2.

3.

4.

5.

They are important because:

Now answer:
Who would you call on to make posters for a membership drive?
What committee members would you choose for a banquet?
Who would you ask to head up a play day for handicapped children?
Which person would you ask to speak before a Sr. Citizen group?

Are the names the same as the five leaders? Probably not. Many "know how" people are not seen as potential leaders. Keep in mind that everyone, yourself included, has skills and strengths to lead in their own personal way.

Effective leaders develop the knack for discovering the abilities of themselves and others.

Where do I begin? Raise your hand, your voice, even the telephone receiver. . . Begin by setting up a mini-goal--like losing three pounds--and reach that goal no matter what. Set a bigger goal and reach it no matter what.

TAKING ACTION

PROGRAM GOAL: The student is able to assume leadership roles at home, at school, on the job and in the community.

ENABLING OBJECTIVES: Primary: Take action to improve personal leadership abilities.
Other: Assess personal leadership skills.
Identify leadership skills.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Taking Action Planning Sheet for each student, transparency, blackboard or butcher paper and felt pens

PROCEDURE:

Have students brainstorm list of skills needed by leaders (can be taken from Leader Job Descriptions). List skills on board, transparency or butcher paper so skills are easily seen.

Give each student a "Taking Action" planning sheet and instruct each student to identify three to five skills from the list that they currently perform fairly well. Then have each student select one or two skills that need improvement. For these skills students should set a measurable goal and develop a plan of action to improve skills. You may want to set a deadline date or "spot check" date to help students plan reasonable goals.

EVALUATION:

Have students share with total class or in small groups their progress toward goal achievement.

Help students see value of planning, goal setting and evaluation in improving leadership and other skills.

Have each student summarize his or her progress in writing. Encourage students to continue growth and/or to set additional goals.

REFERENCE:

Weaver, C. Pullman, WA: Washington State University, 1982.

TAKING ACTION

My current leadership skills include:

I need to improve these leadership skills:

Plan of action:

Example:

SKILL	GOAL	ACTION
Parliamentary Procedure	Learn basic rules of parliamentary procedure and how to make a motion.	1. Read about basic rules. 2. Practice making motions 3. Make a motion at next organization meeting.

TEAM SKILLS

PROGRAM GOAL: The student is able to assume leadership roles at home, at school, on the job and in the community.

ENABLING OBJECTIVES: Primary: Analyze purposes of group membership.
Other: Analyze roles of group members.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Reference books (dictionary)

PROCEDURE:

Objective: to demonstrate that group resources are greater than individual resources. The effect of synergism is seen in this exercise.

Several types of exercises can be used in this activity. One exercise can be to name the twelve apostles. Another is to list the 10 most recent world champions in heavyweight boxing. A third is to list all the countries in Europe. A fourth exercise might be to develop a team answer to study questions for a listing of people or objects that fit into a well-defined category and that are somewhat familiar to most people, but not completely so, is appropriate for this exercise.

Instructions:

The instructor will have each individual in the total group work independently for 10 minutes to complete the list of names or things that have been chosen for the exercise. Each person will prepare his own individual list.

After each individual has answered as many questions as s/he can, s/he is assigned to his/her team to complete a team list. The team members compare and stimulate each other as a team answer is prepared.

Each individual has opportunity to score individual results and group results.

Compare and discuss individual and group scores.

EVALUATION:

After the teams have worked for 10 minutes or more, team and individual lists are compared with the answer sheet and scores are calculated for both.

Experience indicates that there will be considerable improvement of team scores over individual scores, which will demonstrate the effect of synergism. Some teams will be more skilled in developing a creative and communicative process.

The instructor may summarize different team and individual scores for the total group.

REFERENCE:

Robinson, J., Jr., & Clifford, R. Team skills in community groups. Urbana, IL: University of Illinois at Urbana-Champaign, College of Agriculture, 1974, p. 23.

PROGRAM GOAL: The student is able to assume leadership roles at home, at school, on the job and in the community.

ENABLING OBJECTIVES: Primary: Analyze purposes of group membership.
Other: Analyze roles of group members.

LEVEL: JR____ SR____ BOTH____

TIME: 1-2 hours

RESOURCES OR EQUIPMENT:

Classroom resources
Art resources
Library resources

PROCEDURE:

Divide class into groups of 4-6 for a project or assignment. Three students develop a symbol, logo, or coat of arms for their group. This symbol is to represent the purpose and function of each group.

Have each group list ideas about the roles and functions of their group as they start this problem.

Group Purpose _____

_____

_____

Group Functions _____

_____

_____

EVALUATION:

Each individual has the opportunity to develop a project to share with the rest of the group. Discuss how development of a symbol helped identify their group from the others. Each individual has the opportunity to express ideas as to what they consider important purposes and functions of their group. How was work facilitated by determining purpose and functions? Evaluate the product developed by individual students. How well did students express themselves? Post results on bulletin board or wall.

REFERENCE:

Robinson, J., Jr., & Clifford, R. A. Organization styles in community groups. Urbana, IL: University of Illinois at Urbana-Champaign, College of Agriculture, 1974, pp. 22-23.

GROUP INVOLVEMENT CHECKLIST

PROGRAM GOAL: The student is able to assume leadership roles at home, at school, on the job, and in the community.

ENABLING OBJECTIVES: Primary: Analyze roles of group members.
Other: Analyze purposes of group membership.

LEVEL: JR ____ SR ____ BOTH ____

TIME: 1 hour

RESOURCES OR EQUIPMENT: Survey Instrument: "How Active Are You?"

PROCEDURE:

The purpose of this activity is to aid the student in determining the depth to which he or she is involved in a given group, to examine the consequences of that level of involvement for themselves and the group and to identify possible action that might need to be taken.

Have the students complete the following survey instrument and bring to class for discussion. Class time may be used for completion of instrument if desired.

EVALUATION:

Following discussion of the survey instrument responses, have students analyze the roles of group members. You may want students to describe their role in one organization in which they are very active and compare that to their role in an organization in which they are "just a member". Have students compare the number of goals or activities the organization would be able to accomplish if all members were (a) very active (b) active (c) just members. What value is membership in a group if one is "just a member"? To the individual? To the group? To summarize, ask students to write a short paper analyzing the roles of group members.

You may also want to use this activity to analyze purposes of group membership. Why do people belong to groups? Why do groups and organizations exist? How can one benefit from belonging to a group? How can group membership be detrimental? Why do some groups dissolve and others continue to operate? To summarize, have students analyze in writing the purposes of group membership.

REFERENCE:

Weaver, C. Pullman, WA: Washington State University, 1982.

HOW ACTIVE ARE YOU?

The following survey is designed to look at your membership and level of activity in clubs, organizations, and other groups. Please answer each of the following questions.

List the clubs, organizations and other groups to which you belong. Example: Church

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Check which work best describes your level of involvement in each group:

	Member	Active Member	Leader
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____

Give three reasons why your level of membership is different in these groups. Why are you a member in some groups, an active member in other groups, and a leader in other groups?

_____

_____

_____

_____

How do you see your role in groups that you are a member? How does that compare to your role in groups in which you are a leader?

_____

_____

_____

Why do you belong to the groups listed above? List four reasons.

_____ _____

_____ _____

If you could change your membership in the above groups, what would you do? Why?

_____

UNIT PLAN 2

Goal Achievement

Unit Plan 2: Goal Achievement

Length: 2-3 weeks
Level: Adaptable to grades 7-12

Program Goal: The student is able to facilitate individual and group progress toward identified goals.

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
Student is able to establish goals Student is able to adjust goals	Lecture/Discussion: Define goals. Establish importance of goal setting in all phases of life: school, home, work, personal growth.		Have students analyze value of setting goals and exceeding goals in writing. Ask each student to write a short paper defining goals and identifying 3 reasons why goal setting is an important leadership skill.
	Small groups: "Goal Setting" activity.	"Goal Setting" Activity Sheets p. 44	
	Small groups: "Success Wheel" activity.	"Success Wheel" Activity Sheet p. 45	Identify 2 reasons why goals may need to be adjusted.
	Lecture/Discussion: Summarize importance of goal setting and goal adjustment. Have students identify reasons why goals may need to be adjusted and why it's important to do so.		
Student is able to identify importance of decision making	Lecture: Describe decision making process and identify the importance of decision making in all phases of life. Have students give examples of the kinds of decisions made by workers, homemakers, students, community members, etc.	"Decision Making" Fact Sheet, p. 46	List 8 approaches to decision making.
		"Decision Making" Activity Sheet p. 48	Write a short paragraph listing 5 reasons decision making is an important skill for all people.

Unit Plan 2: Goal Achievement

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Use "Decision Making" Activity Sheet to analyze decision making approaches.	"Importance of Decision Making" Activity Sheet p. 50 "Case Study" Fact Sheet, p. 52 "Simulation Games and Role Playing" Fact Sheet, p. 53	
	Individual: "Importance of Decision Making" Activity Sheet. You may want to introduce "Decision Log" Activity.	"Decision Log" Activity Sheet p. 54	
Student is able to identify concerns, issues, problems, and/or interests	Lecture/Discussion: Review steps of decision making process. Discuss how the first two steps require information gathering. Information can influence the entire decision making process. Incomplete or inaccurate information can result in a less satisfactory decision.		Describe orally or in writing 3 reasons why information gathering is an important step in the decision making process.
	There are many ways to gather information: Brainstorming is one way. Skill in brainstorming is important in all problem solving situations. Review steps in brainstorming.	"Brainstorming" Fact Sheet p. 55	Participate in a brainstorming session and observe the rules to teacher's satisfaction.

Unit Plan 2: Goal Achievement

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Small Groups: Practice brainstorming. Use "Information Please" activity sheet. Summarize experience.	"Information Please" Activity Sheet, p. 55	
Student is able to clarify issues, problems, concerns, or interests Student is able to analyze situations, factors or conditions	Lecture/Discussion: Discuss the importance of thinking through alternatives as a step in the decision making process. It requires the ability to clarify, analyze and evaluate information, alternatives, factors and conditions.	"Digging Deeper" Activity Sheet p. 58	Describe in writing 3 reasons why thinking through alternatives is an important step in the decision making process.
Student is able to identify alternatives	Small Groups: Use "Group Decision Making" activity sheet. Discuss the need for accurate and complete information. Discuss the importance of analyzing situations, factors and conditions as a part of the decision making process.	"Group Decision Making" Activity Sheet, p. 60	
Student is able to participate in group decision making Student is able to work cooperatively with others Student is able to apply the decision making process	Lecture/Discussion: Knowledge of the decision making process is not enough. Students must know how to apply the process. Frequently decisions are made in groups, using a cooperative process. Have students identify when and where decisions are made in groups. Why is this an important skill? How does group decision making differ from individual decision making? In what ways is it better? More difficult?		Identify in writing two advantages of cooperating with others. List two skills needed for cooperative action.

Unit Plan 2: Goal Achievement

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
			Describe in writing two of your own strengths and two of your weaknesses in working with others. Present a short skit to class on "the value of cooperative skills."
	Small Groups: Choose two or three of the following activities to be carried out in small groups: "Cooperating" Activity Sheet, "Group Concensus", "Sales Puzzle", "Space Tower", and/or "Riddles" Activity Sheets.	Cooperating, p. 61; Group Concensus p. 63; Sales Puzzle, p. 64; Space Tower, p. 69; Riddles Activity Sheets, p. 72	
Student is able to assume individual responsibility	Lecture/Discussion: Analyze the importance of applying the decision making process and the skills that it takes to put a decision into action. Review "Steps for Planning" activity sheet. Use "Community Service" activity sheet (Parts I and II) to give students an opportunity to apply the decision making process in a real and meaningful way.	"Steps for Planning" Activity Sheet, p. 77 "Community Service" Activity Sheets, pp. 78-81 "Project Method" Fact Sheet, p. 82	Analyze orally or in writing: Importance of each step in decision making process; skills needed to plan projects; importance of each person assuming and fulfilling role in project planning and completion.

Unit Plan 2: Goal Achievement

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
Student is able to delegate responsibilities	Use "System of Committees" activity sheet to develop committees for project. Many times we can accomplish our goals more easily if we divide into smaller groups or committees.	"System of Committees" Activity Sheet p. 85	Use evaluation questions from "System of Committees" activity sheet.
Student is able to motivate others	Small Groups: Use "Creative Quads" activity sheet. Encourage students to think of ways they can motivate others. Have them identify ways we frequently "unmotivate" others.	"Creative Quads" Activity Sheet p. 86	Analyze the importance of motivating others in group work.
Student is able to organize people, material resources and time	Lecture/Discussion: As projects are developed and put into action, it is necessary for us to be able to manage and organize our resources--human and material		
	Lecture/Discussion: Review principles of time management: --Time cannot be saved, stored or recycled; and --Time management is based on our values, goals, and personal perspective of time.	"Time Log" Activity Sheet p. 87	Analyze how gaining control of your time can help you get more done and/or have more time for the things <u>you</u> want to do.
	Individually: Keep a time log for two days. Categorize how you spent your time into major headings; sleeping, studying, working, other, etc. Do the results surprise you?		Set a personal goal for time management. Evaluate how setting the goal was beneficial.

Unit Plan 2: Goal Achievement

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Make a plan for your time for the next two days. Keep a time log and see how well you kept to your plan. How realistic was your plan? Did you get more or less during the two days you planned for your time? Use a "to-do" list to help you prioritize use of your time.		
Student is able to analyze human behavior	Lecture/Discussion: As we work with others, it is sometimes hard to understand why people behave as they do. Sometimes people behave very differently than we would. It is important for us to understand that each of us is unique and different because of our values, experiences, self concept, and attitudes. Analyzing these factors can help us gain self understanding and insight to others.		List three reasons why it is important to understand human behavior. Analyze how each of the following may influence behavior: values experience self-concept attitudes
	Small Groups: Use two or more of the following activities to gain insight into human behavior:	Activity Sheets: "How Self Confident Am I?" p. 90	

Unit Plan 2: Goal Achievement

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	"How Self Confident Am I?"		
	"Who Am I?"	"Who Am I?" p. 92	
	"Joshua in a Box?	"Joshua in a Box", p. 95	

GOAL SETTING

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Establish goals.
Other: Adjust goals.
Organize people, material resources, and time.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Timer, blocks, goal sheets

PROCEDURE:

Divide students into groups of 3-5. Give each group a set of blocks and a goal sheet.

Instruct students:

Task One: Estimate the number of blocks that you can stack in a single vertical column in a one-minute period of time. You will receive "profit points" based upon the number of blocks you stack in relationship to the goal you establish.

For example, if you set a goal of 20 blocks, you will receive 10 points for each block you stack up to your goal, and 5 points for each block you stack beyond your goal. Therefore, if you stack 23 blocks within the specified time period with a goal of 20, you will receive 215 points. (20 blocks x 10 pts. = 200 points plus 3 blocks at 5 pts. = 215 pts.)

However, if you stack only 17 blocks with a goal of 20, you receive only 5 points per block. (17 blocks x 5 pts. = 85 pts.) You must reach your goal if you are to receive the 10 points per block stacked.

OUR GOAL IS _____

OUR ACTUAL COUNT WAS _____

PROFIT POINTS RECEIVED _____

Following Task One, instruct students to complete Task Two.

Task Two: Establish a new goal based upon your experience in performing Task One.

OUR GOAL IS _____

OUR ACTUAL COUNT WAS _____

PROFIT POINTS RECEIVED _____

EVALUATION:

Have students analyze value of setting goals, reaching goals and exceeding goals. When might this apply in real life?

What adjustments were made in Task Two? Why? What experience lead you to adjust your goal? When might this happen in real life?

REFERENCE:

Marketing and Distributive Education. Washington state diversified occupations teacher-coordinator handbook for student leadership development. Tumwater, WA: State Supt. of Public Instruction, 1981, pp. 12-13.

GOAL SETTING

GOAL SHEETS

TASK ONE:

OUR GOAL IS: _____

OUR ACTUAL COUNT WAS: _____

PROFIT POINTS RECEIVED: _____

TASK TWO:

OUR GOAL IS: _____

OUR ACTUAL COUNT WAS: _____

PROFIT POINTS RECEIVED: _____

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Establish goals.
Other: Motivate others.
Clarify issues, problems, concerns or interests.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Paper, red and black felt tip pens, scotch tape

PROCEDURE:

Physical arrangement:

The members are seated casually in a large space with each member having a piece of paper, red and black felt tip pens, and scotch tape.

Directions:

In the middle of your paper draw a circle and put a goal that you want to accomplish in the circle. From that circle draw spokes with other circles noting the methods for accomplishing that goal. When you are finished, place your paper on the wall with your tape and sit quietly until others are finished. When all are finished, each person is to read each individual's paper and add spokes and circles on how they might aid each person in reaching their goal in black, and applaud them in red with comments such as "I like this goal," "Me, too", and "fine!".

This activity is marvelous for a closure in a leadership workshop (unit?) or session and should not be hurried. It can easily take a full hour and the rapport that is built is quite remarkable.

EVALUATION:

Evaluation is based on abilities in working together on how to meet goals, arriving at discussion, etc.

REFERENCE:

Sisk, D. The use of creative activities in leadership training. The Gifted Child Quarterly, Winter 1977, 21(4), 481-2.

Fact Sheet

Decision Making

Definition and Purpose: Decision making is an essential skill for living. We all make many decisions each day in our personal and professional lives. Decisions are sometimes difficult and we are frequently dissatisfied with the outcome. Teaching students about the decision making process can increase their ability to make decisions which are of greater satisfaction.

Guidlines: Regardless of the kind of decision to be made, there are five generally accepted steps critical in determining decision outcome and satisfaction. The steps include:

1. Defining the problem.
2. Seeking alternative solutions.
3. Thinking through alternatives.
4. Selecting an alternative.
5. Accepting responsibility for the decision.

Application: Decision making has multiple uses in leadership development. Students can grow from making minor personal decisions to making major group decisions which are satisfying and successful. Emphasis must be placed on both the outcome and the process of decision making. Students must be given assistance in seeing how each decision is important because it affects many other decisions. In addition, students must be helped to see that indecision or the inability to make a decision can be critical. ("Not to decide is to decide.")

Resources:

Blinn, L. Making decisions. Albany, NY: Delmar Publishers, 1980.

Illinois State Board of Education. Methods and materials for teaching occupational survival skills. Springfield, IL: Illinois State Board of Education, 1979.

Ryder, V. Contemporary living. South Holland, IL: 1979, pp. 80-82.

Springfield School District #19. Resource unit for decision making skills including values clarification. Springfield, OR: Exemplary Career Education Project, 1972.

Trade and Industrial Education Service. Decision making. Columbus, OH.

DECISION MAKING

PROGRAM GOAL: The student is able to facilitate individual and group action toward identified goals.

ENABLING OBJECTIVES: Primary: Apply decision making process.
Other: Utilize sources of information.
Work cooperatively with others.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Handout

PROCEDURE:

Step 1. Introduce this section by explaining that depending upon the time and situation, different people use different decision-making approaches.

Step 2. Write the 8 different approaches for making decisions on the easel or blackboard: (a) impulsive, (b) complaint, (c) delaying, (d) agonizing, (e) intuitive, (f) planning, (g) fatalistic, (h) no risk. Then distribute "Differences in Decision-Making Approaches," and ask students to read it over and answer on their own the question at the end.

Step 3. Facilitate discussion with participants sharing their thoughts on and answers to the handout.

Step 4. Have large group give examples of the eight different decision-making approaches. Discuss.

Step 5. Have participants jot down a decision making situation they faced recently, what they decided, which strategy they used, and why they used it. Discuss.

Step 6. Summarize, stressing the importance of making well-informed, well-considered decisions for a life of full options, which is unhampered by sex-role restrictions.

EVALUATION:

Have students list eight approaches to decision making.
Discuss the appropriateness of the approaches for different people in different situations.
Why should we know about decision making styles? As a group leader? As a group member?

REFERENCE:

Gassman, R., & Deutsch, N. Increasing options through life/work planning. Madison, WI: Women's Education Resources, University of Wisconsin, 1981, pp. 30, 36-37.

DECISION-MAKING APPROACHES

Francisco has always enjoyed cooking and baking and is thinking of signing up for an elective foods class for next semester. His girlfriend told him she thinks that's a "little weird", and two of his friends have been hassling him about it. His father told him that "only a sissy would take a class like that." Francisco must register for all of his classes by next week.

Different people behave in different ways when making decisions, depending upon the type of situation involved. Francisco could make his decision by utilizing one of the following approaches:

1. IMPULSIVE--Francisco gives little thought or examination to the decision and just decides depending on his mood when he gets to his counselor's office.

2. COMPLAINT--Francisco lets his father, girlfriend, and friends decide for him by following their criticism and not enrolling in the class.

3. DELAYING--Francisco postpones thinking about the situation until finally the class is all filled and he can't take it anyway.

4. AGONIZING--Francisco gets lost in going back and forth over his various alternatives. Finally, feeling overwhelmed, he doesn't know what to do.

5. INTUITIVE--Francisco just has a hunch that he will enjoy the cooking class, and since that decision "feels right," he goes with it.

6. PLANNING--Francisco talks to the cooking class teacher to find out more about the class. He asks his father, friends, and girlfriend specifically why they are so against his taking the class. After weighing all the facts, Francisco decides that he can handle the class.

7. FATALISTIC--Francisco puts off deciding as long as possible. Since it won't really matter what class he takes, he goes to his counselor and lets him enroll Francisco in whatever elective has the most space.

8. NO RISK--Francisco decides to play it safe by not doing anything unusual. Even though he wanted to take the cooking class he decides to take a ship class that he will succeed in while still avoiding all the hassling.

QUESTION: If you were Francisco which decision-making approach would you use and why?

IMPORTANCE OF DECISION MAKING

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES:
Primary: Analyze situations, factors or conditions.
Other: Analyze human behavior.
Clarify issues, concerns, interests or problems.
Apply decision making process.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Case study

PROCEDURE:

1. Introduce this exercise by asking participants to jot down on a piece of paper an important decision they made recently. Then facilitate brief discussion by having participants share why their decision was important.

2. Distribute handout "The Importance of Life Decision-Making," and ask students to read the story. Then have participants work in pairs to answer the questions at the end of the story.

3. Have participants report back, sharing their answers with the group. List all decisions identified by participants on easel or blackboard. (Example: not to be like her sister, to be accepted socially.)

4. Have large group rank 3 most important decisions Betsy made. Facilitate discussions on what makes decisions important to different people and how decisions can impact on one's future.

EVALUATION:

Compare individual and group responses.
Discuss that factors motivated Betsy.
What advise would you give Betsy if you were her friend?
Identify similar circumstances that you know have happened in the read world.
What would you tell someone about the importance of decision-making?

REFERENCE:

Gassman, R., & Deutsch, N. Increasing options through life/work planning. Madison, WI: Women's Education Resources, University of Wisconsin, 1981, pp 28, 32-33.

THE IMPORTANCE OF LIFE DECISION-MAKING

Betsy Clark, a bright eighth grader, didn't want to follow the same path as her older sister, Mary. Mary had done well in high school and now had a scholarship to study biology at the state university. Even though Betsy was proud of Mary, she always felt sorry for her because she never had any boyfriends. Betsy always felt embarrassed for Mary because she didn't wear lots of different "in" outfits. Mr. and Mrs. Clark were not well off and there was never that much money left over for clothes.

Because Betsy really wanted extra money to buy nice clothes she got a babysitting job taking care of 3 active children every weekday from 3:30-5:30 and all day Saturday. It was very tiring and her parents disapproved because it cut into her study time and after-school activity time. Betsy usually used her study hall for doing the homework she was too tired to do at night.

Most of Betsy's girlfriends cut their afternoon study hall to hang out at a nearby restaurant where they could see their boyfriends. Lately, even though Betsy didn't have a boyfriend, she started hanging out at the restaurant too. This was making it hard for her in class and she started getting poor grades on her pop quizzes.

Soon one of the boys who hung out at the restaurant, Brad, started noticing Betsy and calling her at night for answers to class assignments. Betsy gave him answers because she really liked it when he called.

Social studies was Betsy's favorite class and she did very well in it. Monday her big report was due and she had set aside Sunday night to finish it. Sunday evening at 6:00 Brad called and asked her if she wanted to go skating with all the kids. She was afraid to pass that up so she went. Monday she didn't hand in her social studies report.

Also on Monday Betsy was called in to the principal's office with eight other students. All of them were going to be disciplined for cutting study hall and leaving the school building during the day.

"What a mess I've gotten myself into now!"

1. List 5 decisions Betsy made and why she made them.

Decisions Betsy Made	Why She Made Them
a.	
b.	
c.	
d.	
e.	

2. Please list 3 ways Betsy's decisions could affect her future.

a.

b.

c.

Case Studies

Definition and Purpose: Case studies are presentations of a problem based on a specific situation. It is usually a descriptive narrative of the factors and conditions relevant to the problem to be investigated. Case studies are used to stimulate thinking and ideas about certain situations, issues, or topics. It is a way to get students to discuss intimate, critical or delicate issues, and problems in an informal and impersonal way.

Guidelines: Select or develop a case study which presents a problem, issue, or situation related to the objective to be accomplished. Allow time for each student to read the case study thoroughly. Divide the class into small groups (2-8 students) to discuss the problem and solutions. Be sure to clarify with the students why they are discussing this case study and what they are to do in their discussion groups. Have each group report its findings and decisions to the total group. Time must be allowed for adequate discussion in both the small groups and the large group.

Application: Case studies are most appropriate for objectives which require application, synthesis, and evaluation. They can help students gain skills in analyzing and solving problems and then an opportunity to practice decision making.

Resources:

Davies, I. K. Instructional techniques. New York: McGraw-Hill, 1981, pp. 44-45.

Gilstrap, R. L., & Martin, W. R. Current strategies for teachers. Pacific Palisades, CA: Goodyear Publishing Co., 1975, pp. 87-93.

Fact Sheet

Simulation, Games, and Role Playing

Definition and Purpose: Simulations are an attempt to model a portion of reality in an artificial situation. Educational games are a portion of reality restricted by rules and where a person who achieves the goals of the game best is the "winner". Role playing is a simulated situation where each individual is given a particular role to assume. Both role playing and educational games are a type of simulation. All three are methods which can bring greater reality into the learning environment and give learners a better sense of actual conditions on the job, in the home, or in other situations.

Guidelines: When choosing games, simulations or role playing techniques, it is necessary to analyze how well the chosen method meets the instructional intent. Does it contribute to achievement of identified behavioral objectives? The instructor also needs to decide if the situations are appropriate for the maturity and interest levels of the learners. If the simulation exceeds the maturity level of interest level, it will not involve learners to the desired extent. The simulation, game, or role playing must also be workable within the classroom setting. Do you have the setting, the resources, and the time necessary within the class to accomplish the objectives of the simulation?

The participants must also be prepared for their roles. Each should have a clear understanding of the purpose of the simulation, the procedures to be followed, and the objectives of their participation. Students must be helped to realize the importance of their willingness to participate and their willingness to cooperate with others in the process.

Time must be given at the end of a simulation to "debrief" participants and to analyze important learnings. The activities must be tied to other learning events and the role of the participants must also be analyzed if future simulations are to be meaningful.

Application: This technique can be used in numerous ways and is especially recommended for special learners. Role-playing or "role taking" can help students gain perspectives about others as well as gain skills in communication, interaction, and leadership. This technique is a particularly appropriate one for objectives which require application, synthesis, and evaluation.

Resources:

Davies, I. K. Instructional techniques. NY: McGraw-Hill, 1981, Ch. 2.

Gilstrap, R. L., & Martin, W. R. Current strategies for teachers: A resource for personalizing instruction. Pacific Palisades, CA: Goodyear Publishing Co., 1975, pp. 87-95.

DECISION LOG

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Apply decision making process.
Other: Analyze situation, factors and conditions.
Identify alternatives.

LEVEL: JR___ SR___ BOTH X

RESOURCES OR EQUIPMENT: Classroom resources

PROCEDURE:

Level 7-9: Students can sharpen decision-making skills by keeping a log of important decisions made during one week. They can be required to chart these decisions by identifying alternatives, likely consequences of each alternative, and their goals in each occasion for decision. Finally, students can reveal their choices in each instance, why they made the choice, and whether or not they are satisfied with the outcome.

Level 10-12: Decision-making skills can be practiced through analyses of realistic cases of group governance. For example, learners can read a case study about public officials who are trying to decide whether to ban swimming in a large lake. The city health officer has presented evidence of pollution in the lake that might be dangerous to the health of swimmers. However, the city's businesses, which depend on tourist trade, could be severely damaged if the council decides to ban swimming. Furthermore, the pollution levels are not so high that the danger to the swimmers is certain. In this case the city council faces a decision in which basic environmental and public health values are in conflict with basic economic values. Learners can be asked to analyze this case, make a justifiable decision, and then defend it in discussion with other learners.

EVALUATION:

Discuss application of activity to other "real life" situations. Why is goal setting and adjustment in decision-making important in relation to group leaders or group members.

Evaluate students on the basis of the group reaching a solution of the problem. Evaluate leadership and observe the ability among members to work together in group problem solving.

REFERENCE:

Remy, R. C., Handbook of basic citizenship competencies. Alexandria, VA: Association for Supervision and Curriculum Development, 1980, p. 32.

Fact Sheet

Brainstorming

Definition and Purpose: Brainstorming is an idea-generating technique. Its purpose is to involve all group members actively in a freewheeling thinking session. It is usually done for a relatively short period of time and concentrates on one topic. It is an excellent way to begin a problem solving or project development session.

Guidelines: There are several recommended guidelines or rules for brainstorming to insure its effectiveness. These rules must be communicated to those who are asked to brainstorm:

1. List every idea.
2. Don't discuss any ideas.
3. Don't judge or evaluate any idea.
4. Repetition is O.K.
5. Silences are O.K.

Application: Brainstorming is best done in small groups of 3-8 people. Each group should appoint a recorder to list each idea given by the group members. The group must have a clear understanding of the rules for brainstorming, the topic, and the time limits (if any).

For example, a group might be asked to brainstorm four ways to reduce school vandalism, to raise money, or to increase voter registration. Or, participants might be asked to brainstorm regarding their concerns about the future, getting a job, or becoming a parent.

The ideas, concerns, and/or suggestions generated through brainstorming can then be clarified, condensed, evaluated, and further refined as needed.

Resources:

Armstrong, C. G., Denton, J. J., & Savage, T. V. Instructional skills handbook. Englewood Cliffs, NJ: Educational Technology Publications, 1978, pp. 126-128.

Ball, D. W. Brainstorming. School and Child, December 1973, pp. 14-15.

INFORMATION PLEASE

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Utilize sources of information.
Other: Clarify issues, problems, concerns and interests, assume individual responsibility.

LEVEL: JR____ SR____ BOTH__X__

TIME: 3-4 hours

RESOURCES OR EQUIPMENT:

Library, classroom resources, newspapers, magazines, books, maps, charts, graphs, radio, T.V., public agencies. private agencies, community groups, fellow citizens

PROCEDURE:

Level 7-9:

Students can become more competent finders of information by practice in using the index sections of books. For example: learners might use the indexes in three U.S. history textbooks to locate all the references to Thomas Jefferson. Learners can practice the skill of information processing by organizing the finding about Jefferson into 3 lists: (a) contributions to achievement of American independence, (b) achievements as a public official, and (c) achievements as a scholar and writer.

Level 10-12:

Focus the attention of the learners on a current public issue that has divided the community. For example: banning or restricting the use of throw-away bottles has been an important issue in many communities. Ask learners to construct a set of questions to uncover public opinions about the issues. Then have learners administer the questionnaire to a representative sample of respondents. After gathering these public opinion data, learners can organize, interpret, and report their findings.

EVALUATION:

Evaluate students on the basis of ability to use indexes of books. Have them set goals to improve and develop this skill. Encourage students to utilize sources of information in clarifying issues and problems, concerns and interest. Also give assignments.

Discuss set of questions developed by students regarding a current public issue. Discuss individual responses to the questionnaire. Help students to analyze the product and process of the survey. What action can each of us take to support majority public opinion?

REFERENCE:

Remy, R. C. Handbook of basic citizenship competencies. Alexandria, VA.: Association for Supervision and Curriculum Development, 1980, pp. 22-23.

DIGGING DEEPER

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Clarify issues, problems, concerns, or interests.
Other: Analyze situations, factors, or conditions.

LEVEL: JR___ SR___ BOTH___

TIME: 1-2 hours

RESOURCES OR EQUIPMENT: Blackboard, Chalk

PROCEDURE:

For a decision to be made which results in the greatest satisfaction, it is necessary to analyze all of the forces or factors which are influencing that decision. The goal is to identify as many forces or factors as possible and to compare their relative importance or strength. For example a student is considering whether or not to run for a student body office:

Favorable Factors	Unfavorable Factors
Prestige of winning	Stiff competition
Leadership skills	Cost of campaign
Concern for school	Takes time from classes

Each factor can be weighted: 5 = very important; 4 = somewhat important; 3 = important; 2 = minor importance; and 1 = unimportant. A numeric evaluation of the factors can be gained to give a more rational basis on which to make the decision.

EVALUATION:

Have each student evaluate the factors influencing a decision and rate them. Discuss in writing the quality of decisions made by "Digging Deeper" than those made without further analysis. Analyze how this method can be used to clarify concerns or interests.

REFERENCE:

Hawley, R. C., & Hawley, I. L. Developing human potential: A handbook of activities for personal and social growth. Amherst, MA: ERA Press, 1975, p. 72.

GROUP DECISION MAKING

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Analyze situations, factors or conditions.
Other: Participate in group decision making.

LEVEL: JR____ SR____ BOTH X

TIME: 1-2 hours

RESOURCES OR EQUIPMENT: Classroom resources
Handout

PROCEDURE:

Each group is given a list of items from which to select twenty items. A handout "Pioneering in America", or a similar list for another event can be used. Students are asked to select twenty items individually or as a group out of a larger number of items to reach a destination or solve an event.

EVALUATION:

Each individual or group may develop lists of 20 items to reach a destination or solve a problem. Each individual has the opportunity to express reason for the selection of the 20 items from the total list and defend their position or as a group.

REFERENCE:

Adams, D. Simulation games: An approach to learning. Washington, OH: Charles A. Jones Publishing Company, 1973, pp. 86-87.

PIONEERING IN AMERICA

The time is the late seventeenth century. Your group is a European family who has decided to move to the northern frontier. You are trying to make a list of twenty (20) items that will be most helpful to you on the frontier. You have made a list of the following items but need to narrow it down to twenty (20) items.

iron pot
cow
spade
bullet mold
compass
chickens
molasses
saw
spinning wheel
net
harness for horse
candles
pigs
butter
gun powder
plow
churn
cheese
sickle
candle mold
barrel of salt pork
wooden bowls
iron skillet
lead
felling ax
salt
ox
hoe
scythe
musket
table/chairs
corn/seeds
hinges/froe
horse
flints
sugar
Bible
bull
broad ax
hatchet
fish hooks
pewter utensils
dried peas

COOPERATING

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Participate in group decision making.
Other: Apply decision making process.

LEVEL: JR__X__ SR____ BOTH____

TIME: 3-4 hours

RESOURCES OR EQUIPMENT: Bulletin board, classroom resources

PROCEDURE:

Level 7-9:

Organize students into small groups of four or five members. Give each group the task of planning and carrying out a certain classroom assignment such as creating a bulletin board, organizing and conducting a classroom discussion on a current topic of interest to the group, choosing, inviting, and hosting a guest speaker on a current topic, or organizing and conducting a classroom social event. One specific requirement of each small group activity is that every member must make a tangible and significant contribution to achieving the group's goal.

EVALUATION:

Conclude the lesson by conducting a debriefing discussion focused on problems and successes in cooperation to achieve a group goal.

REFERENCE:

Remy, R. C. Handbook of basic citizenship competencies. Alexandria, VA: Association of Supervision and Curriculum Development, 1980, p. 43.

GROUP CONCENSUS ACTIVITY

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Participate in group decision making.
Other: Clarify issues, problems, concerns or interests.
Analyze situations, factors or conditions.
Work cooperatively with others.

LEVEL: JR____ SR__X__ BOTH____

TIME: 1 hour

RESOURCES OR EQUIPMENT: Questionnaire

PROCEDURE:

Complete the attached questionnaire.

Participants "play" themselves. You are to state your own opinions as you attempt to influence the team to derive team answers. Participants are hereby given an opportunity to observe the "normal" behavior of each other.

EVALUATION:

Identify behaviors which facilitated and hindered concensus achievement. How can we help a group reach concensus? Was it difficult or easy to reach concensus? When might it be important to do so? What if it was another topic--i.e.,: honesty, money?

REFERENCE:

Robinson, J. Jr., & Clifford R. Team skills in community groups. Urbana, IL: University of Illinois at Urbana-Champaign, College of Agriculture, 1974, pp. 25-26.

GROUP CONCENSUS ACTIVITY

Instructions: Read each statement once. Check where you agree (+) or disagree (-) with each statement. Take about 4 mintues for this. Then in small groups, try to agree or disagree unanimously with each statement as a group. Try especially to discover reasons for disagreement. If your group cannot reach agreement, or disagreement, you may change the wording in any statement enough to promote unanimity. Be ready in 20 minutes to have your group recorder report your decision and any word changes to the rest of the group. This may be videotaped.

You	Team		Mark (+) agree or (-) disagree
( )	( )	1.	A primary concern of all group members should be to establish an atmosphere in which all feel free to express their opinions.
( )	( )	2.	In a group with a controller for its leader, an individual is able to achieve greater personal security in an abdicated group.
( )	( )	3.	There are often occasions when an individual who is a part of a working group, should do what he thinks is right regardless of what the group has decided to do.
( )	( )	4.	Members should be required to attend meetings for setting group goals and discussing group problems.
( )	( )	5.	Generally, there comes a time when developmental group methods must be abandoned in order to solve practical problems.
( )	( )	6.	In the long run, it is more important to use developmental group methods than to achieve specific results by other means.
( )	( )	7.	It is sometimes necessary to ignore the feelings of others in order to reach a group decision.
( )	( )	8.	Sometimes it is necessary to try to change people in the direction you, yourself, think is right even when they object.
( )	( )	9.	When the leader is doing his or her best, one should not openly criticize or find fault with his or her conduct.
( )	( )	10.	There would be more attentiveness in meetings if the leader would get quickly to the point, and say what he/she wants the group to do.

SALES PUZZLE

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Work cooperatively with others.
Other: Organize people, material resources and time

LEVEL: JR____ ST__X__ BOTH____

TIME: 1 hour

RESOURCES OR EQUIPMENT:

Sales Puzzle problem sheet for each participant
Three different sales puzzle clue strips for each member
Pencils and paper, felt tipped markers

PROCEDURE:

1. The facilitator introduces the experience as a problem-solving task, but does not discuss techniques or procedures that may be used.

2. Groups of five persons each are formed; additional persons serve as observers.

3. Each participant receives a copy of the Sales Puzzle Problem Sheet. The facilitator reads it aloud and ascertains that all members understand the task, gives a set of the fifteen Sales Puzzle Clue Strips to each group, (three to each member) and informs the groups that they will have thirty minutes to solve the problem.

4. If one group finishes before time is called, the facilitator may instruct those members to observe other groups still in progress. Observers do not communicate in any way with members of working groups.

5. When all groups have reached a solution, or at the end of thirty minutes, the facilitator leads a discussion of the process. Special emphasis is given to such points as the following:

   a. the effects of collaboration and competition
   b. the sharing of information among group members
   c. the techniques or strategies employed in problem solving
   d. the emergence of leadership and the level of contribution of group members

6. The facilitator announces the answer to the puzzle. (May post the key for all to see.) A general discussion of the experience follows.

Variations:

1. Groups of six can be formed, with one member of each group designated as an observer. The observers can be permitted to make process interventions at any time.

2. The material can be adapted to fit a particular client group.

3. The design can be used as an intergroup-competition activity.

4. Roles can be assigned to particular individuals within groups.

EVALUATION:

Evaluate on techniques and strategies employed in problem solving. Evaluate on the emergence of leadership and level of contribution of members. Evaluate on solution developed. How information is shared by members of a work group.

REFERENCE:

Pfieffer, J. W., & Jones, J. E. A handbook of structured experiences for human relations training, Vol. V. La Jolla, CA: University Associates, 1975, pp. 54-38.

SALES PUZZLE KEY

Ranking	Northeast Mr. Black	Southeast Mr. White	Northwest Mr. Blue	Southwest Mr. Grey
First	commercial	distribution	GOVERNMENT	INDUSTRIAL
Second	INDUSTRIAL	GOVERNMENT	distribution	commercial
Third	DISTRIBUTION	industrial	COMMERCIAL	government
Fourth	government	COMMERCIAL	industrial	DISTRIBUTION

Capital letters: information given to the groups
Lower case letters: information to be deduced by the groups

The matrix does not have to take this particular form for the correct answer to be reached. However, some plan of organizing the information--such as a matrix--will speed the solution.

Statements on the Sales Puzzle Problem Sheet not relevant to solution: numbers 1, 6, 9, 11, and 13.

SALES PUZZLE PROBLEM SHEET

Background:

A certain company has four regional sales districts: Northeast, Northwest, Southwest, and Southeast.

The district sales managers meet quarterly to report on their sales in four categories: commercial, distribution, industrial, and government.

The manager's names are Mr. Grey, Mr. Blue, Mr. Black, and Mr. White.

At their most recent meeting, the managers discovered that each had his highest sales in a different category from the others. In other words, one of them ranked highest in commercial sales, another had the highest distribution sales, a third had the most industrial sales, and the last topped the list in government sales.

Instructions:

Your group's task is to determine the regional sales district in which each manager works and to determine the category in which he had the highest sales, the second highest sales, and so on.

Each member of your group has received three clues to the puzzle. There is a total of fifteen clues.

You may share verbally all the information you have, but do not allow other members to read your clues.

SALES PUZZLE CLUE STRIPS

1. Mr. Black was the host of this meeting.

2. The Southeast manager was urged to "get out of the cellar" in commercial sales.

3. Mr. White was congratulated for climbing to first place in distribution sales.

4. Mr. Blue said that he would host the next meeting in Portland, Oregon.

5. The Southwest manager came in first in industrial sales for the first time.

6. Mr. Grey was the only manager who brought his wife.

7. Everyone kidded the Southwest manager, who came in last in distribution sales.

8. The Northwest manager was, as usual, third in commercial sales.

9. The Southwest manager had to leave the meeting early.

10. The Southwest manager had to pay off a five-dollar bet to the Northeast manager because the Northeast was one place ahead in distribution sales. (But he won it back in golf.)

11. Mr. White had a bad cold, so he didn't play golf.

12. The Northwest manager explained his coming in first in government sales (over the Southeast) by a big order from the Denver Federal Service Center.

13. Mr. Blue was the big winner at poker.

14. Everyone was surprised that the Northeast manager slipped to second place in industrial sales, since most industry is in that area.

15. Mr. Grey won the pot for the golf game.

SPACE TOWER

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Work cooperatively with others.
Other: Organize people, materials and time.
Analyze human behavior.

LEVEL: JR____ ST____ BOTH__X__

TIME: 1 hour

RESOURCES AND EQUIPMENT:

Computer cards, scissors, baseballs, pencils, paper, other "building" materials as desired, process observer sheets.

PROCEDURE:

Divide class into groups of 6-8 with at least one observer per group. Give each group identical building materials.

Instructions to students:

You are to design and build a tower which will support a baseball as high from the floor as possible. No props such as walls or chairs may be used. You will have 10 minutes to plan and 10 minutes to build. No construction is allowed during planning. Time each ten minute period.

EVALUATION:

Discuss issues of cooperation, collaboration, and competition. What was needed to get the task done? Why? What worked best in your group?

Who took the leadership role? Did more than one person assume that role? How did that benefit the group?

What were some management techniques that you used? What helped to get the work done?

Where might we apply these concepts to real life? Can someone give an example?

Have process observers share findings.

REFERENCE:

Hawley, R. C., & Hawley, I. L. Developing human potential: A handbook for personal and social growth. Amherst, MA.: ERA Press, 1975, pp. 58-59.

SPACE TOWER

Process Observer Sheet

Directions:

Your job is to observe the group as it works. Try to keep your eyes on how the group functions and what individuals do and say to help the group with its task. Resist the temptation to become involved with the task itself--let the group work on that while you watch how they work. Familiarize yourself with the items below so that you will have specific things to watch for. If there is more than one process observer, you may wish to divide the items among you, and you will also be able to divide the group members among you so that you can follow individuals more closely. At the end of the task you will be asked to report to the group on the questions below:

1. What was the atmosphere in which the group worked? (joyful, frivolous, tense, excited, etc.)

2. How did the group reach decisions?

3. How did the group handle conflict? (humor, sarcasm, open confrontation, shouting, withdrawing, etc.)

4. To what extent were all the members of the group involved in the task? Were there any procedures which helped people get involved?

5. How did the group treat male/female differences?

6. How did the group decide who would speak and when?

7. How well did the group members listen to each other?

8. Were there any leaders? How did they arise?

9. How did the group delegate responsibility?

Individually directed positive feedback:

Individually directed positive feedback can be helpful not only to the receiving individual but also to the entire group. Try to be as specific as possible (e.g.,: "Mary, when you suggested that the group try to isolate three ideas, that seemed to break the log jam.") Avoid individually directed negative feedback--chances are that all members of the group are aware of individual shortcomings, but these will seem less important and tend to disappear as the group recognizes and builds on the strengths of its members.

On a separate piece of paper list the names of each of the group members, leaving a space for individually directed positive feedback.

RIDDLES

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Work cooperatively with others.
Other: Organize people, material resources and time.
Participate in group decision making.

LEVEL: JR___ SR__X__ BOTH___

TIME: 1-2 hours

RESOURCES OR EQUIPMENT:

Long room which will hold 4 groups of at least 3 in a group. Four riddle envelope sets, prepared according to the "Directions for Making Riddle Envelope Sets".

PROCEDURE:

1. Prior to the session, the facilitator selects 4 participants to be observers, gives them an overview of the activity and briefs them on what behaviors to observe. The facilitator also assigns to them the task of enforcing the rules. The observers are designated A, B, C, and D.

2. When participants are assembled, the facilitator forms 4 groups of nearly equal size. These groups are designated A, B, C, and D. The groups are seated in separate parts of the room. The observers begin their task, observer A observing group a, etc.

3. The facilitator announces that the task of each group will be to solve a riddle. To accomplish this task, each group must do 2 things: (a) obtain all the available information pertaining to the riddle, and (b) determine the correct solution. The winning group will be the one that assembles all its pieces and solves its riddle first. The solution may not be submitted until all the pieces of the riddle are in the group's possession. To obtain all clues for a particular riddle, "a" groups must trade or barter with the other 3 groups for these clues. The conditions for exchanging clues are as follows:

   a. Only one representative of a group may leave the group at any time.
   b. Only one representative may negotiate with any group at one time.
   c. A group's representative must change after each transaction with another group is completed.
   d. A representative may not exchange (obtain or give) more than 2 clues during any transaction with another group.

4. The groups are instructed to begin working on their tasks. (The facilitator may tell a group whether it has all the necessary pieces to solve its riddles. If all the pieces are present

in the group, the facilitator may also indicate whether its solution is correct.)

5. When a winner is determined, the facilitator immediately stops the problem-solving phase. Groups are instructed to discuss their process and their feelings about the outcome. (Observers continue their task.)

6. The facilitator and the group of 4 observers assemble in the center of the room. The facilitator leads a discussion (no speeches) of the intra- and intergroup phenomena.

7. The facilitator opens up the discussion to include the entire group. He/she may solicit generalizations suggested by the experience as well as applications of these learnings to "back-home" situations.

8. The facilitator reads aloud each riddle and its correct solution. (See following materials.)

Variations:

1. Other riddles can be used. There should be at least 4 sentences in each riddle.

2. Two observers can be assigned to each group; one to observe only and one to enforce the rules.

3. In Step 5 the problem solving can be allowed to continue until all riddles have been solved or a stalemate has been reached.

EVALUATION:

Evaluation is based on which group solves the riddle correctly. In this exercise the winner is the one who solves the riddle first.

REFERENCE:

Halleran, B. P. Riddles: Intergroup competition. In J. W. Pfeiffer & J. G. Jones (Eds.), A handbook of structured experiences for human relations training, Vol. V. San Diego, CA.: University Associates and Consultants, 1975, pp. 5-9.

Riddle #1:

D 43 Three missionaries and three cannibals come to a river and decide to cross.

C 50 The boat will carry only two passengers.

A 57 All the missionaries can row, but only one of the cannibals has been trained to do this.

D 64 The trips must be arranged so that the cannibals will never outnumber the missionaries.

A 71 In other words, one missionary must never be in the company of two cannibals, or two missionaries with three cannibals.

B 78 They were able to get across, but how was it done?

Riddle #2:

A 85 Two workmen were repairing a roof.

D 92 They fell through a large chimney and landed on the floor below.

C 99 Both men were unhurt.

D 106 They looked at each other, walked around the room, stretched their arms, and realized that they had sustained no injuries.

D 113 Without speaking a word or discussing their sudden fall, both men started back to their job.

C 120 It happened that one man's face was well smeared with soot from his passage through the chimney.

D 127 The other man's face, however, was absolutely clean.

A 134 Yet the man with the clean face went in and washed his face; the man with the dirty face went back to work without washing his face.

B 141 Can you explain logically why they did this?

Riddle #3:

A 148 When Jimmy went to buy a barrel of cider from Farmer Brown, the farmer had only about one-half barrel of cider.

B 155 Jimmy looked into the barrel and thought it was less than one-half full, while the farmer thought it was more than one-half full.

C 162 They settled the matter quickly and accurately without using a measuring rod of any kind or putting anything into the barrel.

A 169 How did they do it?

Riddle #4:

B 176 A man lived on the twelfth floor of an apartment building.

C 183 Each day, when he came home from work, he took the elevator to the eighth floor, got out, and walked up to his apartment on the twelfth floor.

A 190 The elevator was in good working order and went all the way to the twelfth floor.

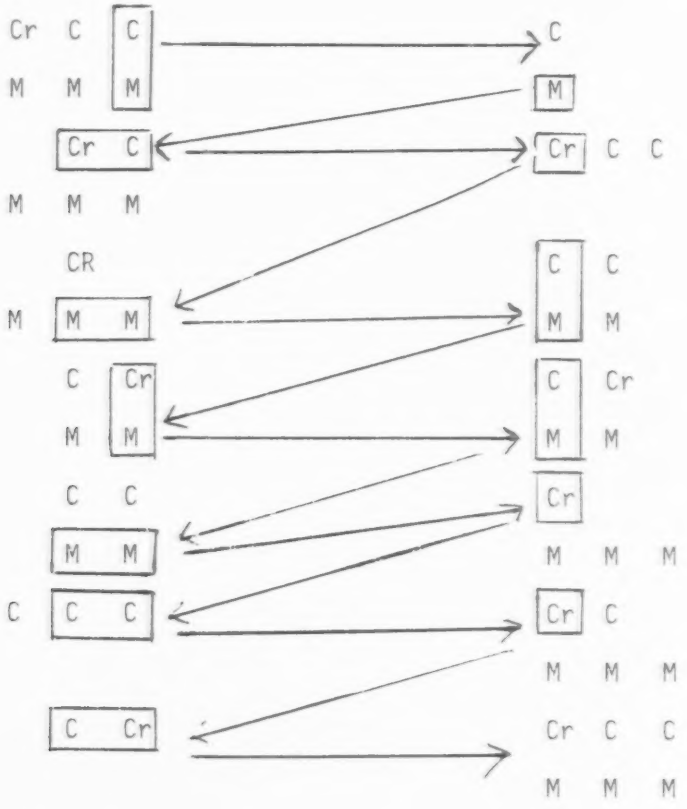
D 197 Why did the man walk up those four flights of stairs?

DIRECTIONS FOR MAKING RIDDLES ENVELOPE SETS

Each line of each riddle (including the letter and number) is typed on a separate 3" x 5" card. The letter and number are included in order to facilitate random distribution of information across the four groups and to enable the facilitator to determine whether a given group has all the information it needs to solve its riddle. All cards labeled "A" are placed in an envelope marked "A", all "B"s are placed in an envelope marked "B", and so on. (The numbers are sequential not consecutive.)

SOLUTIONS TO RIDDLES

Riddle #1: The missionaries and cannibals go back and forth across the river in the following series of diagrammed steps:



Riddle #2: Each man thought that his face looked like the other's.

Riddle #3: They tipped the barrel on the diagonal. If the liquid reached the lip and still covered the bottom, it was more than half full; if the bottom of the barrel showed it was less than half full.

Riddle #4: He was a midget and could not reach any button above number 8 on the elevator panel.

STEPS FOR PLANNING

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Apply decision making process.
Other: Identify alternatives.
Organize people, material resources and time.

LEVEL: JR___ SR__X__ BOTH___

TIME: 2-3 hours

RESOURCES OR EQUIPMENT:

Classroom resources, handout with assigned symbols

PROCEDURE:

A series of symbols has been developed, each symbol depicting a step identifying a concern or issue. To help students understand the meaning of the symbol assigned to each step, have them create definitions of their own. Interpretation of the various symbols can be discussed in relation to the format of symbols attached.

EVALUATION:

Observe students in their ability to understand meanings of symbols. Also their ability to create definitions of various symbols.

REFERENCE:

Future Homemakers of America. Program action impact. Washington, D.C.: Future Homemakers of America, 1973.

STEPS IN IDENTIFICATION OF CONCERNS AND ISSUES BY USE OF SYMBOLS

Brainstorm
To identify concerns and issues related to individual, family, community, job/career

The circle represents the rounding up of ideas that are important to you--things that bother you and interest you.

Narrow
Identified concerns and issues by exploring resources that can help develop them in a project

The target suggests pulling out one idea that you or your group would like to build a project around.

Determine
What the project is to accomplish

The arrow stands for deciding what direction you'd like to take. What is your goal?

Decide
What needs to be done and when

The broken square represents the first stages of your plan. Talk about who, what, where, when, why, and the how of your project.

Form
A plan for carrying out the activities

The closed square says complete your plan.

Act
On the plan

If you look closely you'll see three different squares in this symbol. These represent the many and varied activities you'll carry out to meet your goal.

Analyze
What happened

Like the chopped up square, "pick your project to pieces". Discuss the good, and bad, the ups and downs of your project. Learn from your failures as well as successes. You'll want to use this step throughout your project.

EXAMPLE:

Impact Step	Possible Approach	Possible Student Approach	Leadership Clues
	Brainstorm what you need to know when selecting an apartment. List all the ideas on the board, or an overhead.	Lease Pets or children Laws Costs Deposits Recreational facilities	All ideas are o.k. Silences are o.k. Repetitions are o.k. Do not evaluate ideas. Everyone is encouraged to participate. Quantity is encouraged.
	Ask students "Who can help us learn this information?"	Apt. Manager Parent Other renter Law publications	Brainstorming rules above.
	Ask "What would be the best resource?"	Apt. Manager	Determined by the student, not the teacher.
	Ask students "What would be the best way for this class to learn about renting?"	Class visits apartment and evaluates based upon class discussion.	Yield to students.
	Students volunteer to set up a field trip, contact apt. managers, set date. Arrange transportation. Discuss what will be done on visitation.	Arrange transportation. Individuals volunteer to contact managers and make appointments.	Be certain to provide opportunities which allow students to carry out plans.
	Take field trip.		
	Discuss and share: "What I learned." "What would I like to know more about?"		

COMMUNITY SERVICE--PART I

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES:
Primary: Identify issues, concerns, problems or interests.
Other: Work cooperatively with others.
Participate in group decision making.
Analyze situations, factors, or conditions.

LEVEL: JR___ SR__X__ BOTH___

TIME: 2-3 hours

RESOURCES OR EQUIPMENT:

PROCEDURE:

1. Divide students into small groups of four or five students.

2. Have each group identify issues, concerns, problems or interests related to the community. What could we do to improve our community? (You may want to train students in brainstorming.)

3. After all ideas have been shared, each group must choose one project. The groups will want to consider resources available, their talents and abilities, and other relevant factors.

4. Each group should prepare an oral report to share with class members.

EVALUATION:

Following the oral reports and total group discussion have each group:

1. Describe the process used to identify issues, concerns, problems or interests. Did it generate many ideas or a few? How could more ideas have been shared?

2. Identify the process used to choose the project. Did all members participate equally in the decision? Did all members agree with the decision? What might have been a better way to choose a project?

3. Discuss which factors influenced project choice. What factors are the most critical to this project? The least critical? What might happen if the group failed to consider an important factor?

Bring total group together to share group responses. Summarize by having students draw the following generalizations:

1. Methods which generate a larger number of ideas increase all members involvement in the project and may improve the quality of ideas.

2. Group decision making methods which involve all members to increase their level of involvement and their level of commitment to the decision.

3. Failure to consider important factors related to a decision can be disastrous. When all people in a group analyze the factors there is a better chance all will be considered.

4. It is not always easy to do things as a group. It takes patience, cooperation and consideration of others' opinions and ideas. But it is a requirement of our world--at home, at school, at work. Group work generally results in a stronger project, a better outcome and less work for each individual.

REFERENCE:

Remy, R. C. Handbook of basic citizenship competencies. Alexandria, VA.: Association for Supervision and Curriculum Development, 1980, p. 43.

COMMUNITY SERVICE--PART II

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Establish goals.
Other: Organize people, material resources and time.
Establish deadlines.
Assume individual responsibility.

LEVEL: JR____ SR__X__ BOTH____

TIME: 3-4 hours

PROCEDURE:

1. Have students continue working in groups established in Part I.

2. Each group should continue planning the project identified in Part I to determine:

   a. What do we want to happen as a result of this project? What is our goal?
   b. What needs to be done to achieve this goal?
   c. Who will do each step?

3. A planning form may be helpful. Example:

GOAL: Clean up city park

GROUP MEMBERS: Sally, Jane, Bob, and Mike

Action to be taken	Who will do it	When it will be done
Contact Department of Parks to get permission.	Sally	March 2
Locate trucks to haul refuse. Get garbage bags. Locate tools to use. Contact Recycling Center. Pick up tools.	Jane Bob Mike	March 8 March 6 March 3
Take materials to recycling center.	Jane	March 20

Community Service--Part II
Page 2

Action to be taken	Who will do it	When it will be done
Take refuse to dump.	Sally	March 20
Return tools.	Bob	March 21
Write final project report.	All	April 1

4. After checking plan sheets with instructor have students carry out approved projects.

5. Have students submit final report which includes:

   --project goal
   --planning sheets
   --project description (what was actually done)
   --analysis of accomplishments:

     *How did we do?
     *What would we do differently next time?
     *What was the best thing about our project?

EVALUATION:

Have students share projects in class. Summarize by sharing:

--Importance of realistic goal setting.
--Difficulty of planning large projects.
--Importance of each person's participation, fulfillment of responsibilities.
--Good feeling of doing something for the community.
--Good feeling of accomplishing goal.

REFERENCE:

Remy, R. C. Handbook of basic citizenship competencies. Alexandria, VA.: Association for Supervision and Curriculum Development, 1980, p. 43.

Fact Sheet

Project Method

Definition and Purpose: The project method is a teaching-learning technique which focuses on the planning, development, implementation, and evaluation of a project of concern to an individual or group. It is not a new technique but it is a valuable one when both the process and the product are used to develop participant skills. The project method can be used to individualize instruction and facilitate learner differences and to enhance curriculum relevance.

Guidelines: Although projects will vary greatly, there are some recommended steps for project development. Students must be helped to see the importance of each step in the process.

1. Brainstorm interests, ideas, and concerns which could become project focus. Choose one which meets requirements (time, resources, etc.).

2. Establish project goal. What is to be accomplished?

3. Analyze what needs to be done and when. What does the project involve?

4. Make a plan for carrying out the plan. Determine who, what, when, and where.

5. Carry out the plan.

6. Evaluate both the product (did we meet our goal?) and the process (how well did we plan?).

As a teacher, you must enable students to see the importance of each step in the project method. You must also serve as a resource person and give guidance and assistance as needed by students. It is also essential that you establish a framework for project development. As a manager of the learning environment, you must guide students in the selection of projects which facilitate achievement of established course goals and objectives. School policies and procedures must also be considered when choosing projects.

Application: All content areas can be taught using the project method and most behavioral objectives can be achieved with careful planning. Students will be able to learn many processes and techniques which will transfer to other experiences. The project method can help students assume greater responsibility for their learning.

Resources:

Birehm, S. A teacher's handbook for study outside the classroom. Merrill, 1969.

Future Homemakers of America. Program action impact. Washington, D.C.: Future Homemakers of America, 1973.

SYSTEM OF COMMITTEES

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Organize people, material resources and time.
Other: Analyze situations, factors or conditions.
Delegate responsibility.

LEVEL: JR____ SR____ BOTH__X_

TIME: 2-3 hours

RESOURCES OR EQUIPMENT: Diagram, Committee Job Descriptions

PROCEDURE:

The purpose of this strategy is to enable students to see the value of committees, enable them to determine what committees might be needed to carry out a project, and to see how shared responsibility or delegation can make progress easier.

As students begin work on a major project or assignment, have them identify how the project could be completed by smaller groups or committees. They will need to break the project into smaller tasks which could be assigned to a committee. Determine the responsibilities of each committee and how many members are needed.

Have students develop a "job description" for each committee which includes:

--name of the committee
--major functions and responsibilities
--meeting time, dates
--qualifications of chairperson
--selection of membership
--term of office

Once each committee is described, have students sign up for the committee of their choice, or use a random selection procedure. Have committee members select a chairperson and a recorder.

Each chairperson will represent their committee on the "Committee on Committees". This committee serves as a coordinating body and assists in keeping committee work functioning to complete the project. They may set deadline dates, determine budget allocations, communicate accomplishments of one committee to others, check progress of committees, etc.

EVALUATION:

Have students discuss the process of working in committees to complete a project:

Did the committee system help organize people, materials and/or time? What might have happened without committees? How might the committees have been organized to better achieve this goal?

What part did the chairpersons play? The recorders? What are the qualifications of an effective chairperson and recorder?

What part did the members play? What are the qualifications of an effective committee member?

Did we develop the right committees for this project? Or, were there too many, or too few? What committees would you suggest next time this project is carried out?

How much did we accomplish through committees? Was it about the same as we would have in one large group? Why or why not? What is important to remember when delegating responsibility to others?

What purpose did the committee or committees serve? How could it have been more effective?

REFERENCE:

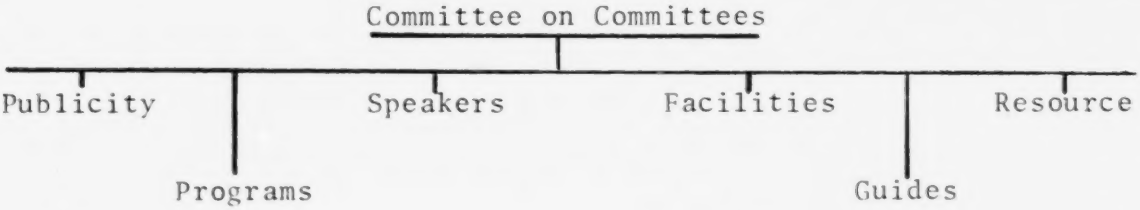
Washington Association Future Homemakers of America. System of committees. Olympia, WA.: State Superintendent of Public Instruction, 1977.

Schinder-Rainman, E. Taking your meeting out of the doldrums. University Associates, 1977.

SYSTEM OF COMMITTEES
(Sample)

Organization: Vocational Education Classes

Project: Career Day Assembly



Job Description:

Name of Committee: Resource Committee
Major Functions:

To provide resources needed for career day assembly; Audio-visual equipment, special materials, handouts, etc.

To see that resources are in right place at right time during assembly. Run equipment as requested by speakers.

Meetings: In class, April 3-9.

Qualifications of members:

--Interest in serving
--Knowledge of A.V. Equipment, willingness to learn proper use
--Ability to lift, move and carry equipment as needed

Qualification of chairperson:

--Ability to use simple parliamentary procedure
--Ability to plan and carry out meetings
--Ability to organize committee and follow through
--Ability to participate in committee on committees

Selection of membership: Volunteers

Term of office: Project completion

CREATIVE QUADS

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Motivate others.
Other: Participate in group decision making.
Work cooperatively with others.

LEVEL: JR____ SR X__ BOTH____

RESOURCES OR EQUIPMENT: Classroom resources

PROCEDURE:

The group is divided into small groups of 4, and a large supply of materials such as cardboard boxes, crayons, paste, glue, magazines, and string are available.

The group should divide into two groups to two. Two of the members are to decide on an item that they want to construct, and the other two members are to support and help in any way they can to insure success. At the end of 15 minutes, the member who did the construction activity, shares with the total group, as to what the construction means or represents. Following this period, a general discussion should be held concerning the feelings about the supportive member. Did it help? Did you work harder? Was it important to you?

Relevant comments or principles should be summarized and reinforced. The following guiding statement of Hunter (1972) is helpful:

> "Many people actually interfere with the work of the group, without necessarily meaning to do so, by dominating the conversation and preventing others from participating or by attempting to smother controversy which needs to surface and be faced before any workable solutions can be achieved."

EVALUATION:

General discussion with members regarding feelings and attitudes of other member of pair.

REFERENCE:

Sisk, D. The use of creative activities in leadership training. The Gifted Child Quarterly, Winter 1977, 21(4), 481.

TIME LOG

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Organize people, material resources and time.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Time Log Sheets

PROCEDURE:

Have students use Time Log Sheets to record use of their time over a 1-3 day period. After time logs are complete, have students categorize time into major activities: sleeping, eating, grooming, studying, etc. Discuss findings with students (take care not to violate privacy of students during discussion). Review principles of time management and have students plan their free or discretionary time for a 2 day period and then keep time logs again.

EVALUATION:

Describe benefits of planning time expenditures.

Identify how a "Time Log" can be used to increase knowledge of how time is spent.

Analyze how time management can be an important life skill.

REFERENCE:

Weaver, C. L. Pullman, WA: Washington State University, 1982.

TIME LOG

Date _____ Name _____

6:00 a.m.	_____	6:00 p.m.	_____
6:30 a.m.	_____	6:30 p.m.	_____
7:00 a.m.	_____	7:00 p.m.	_____
7:30 a.m.	_____	7:30 p.m.	_____
8:00 a.m.	_____	8:00 p.m.	_____
8:30 a.m.	_____	8:30 p.m.	_____
9:00 a.m.	_____	9:00 p.m.	_____
9:30 a.m.	_____	9:30 p.m.	_____
10:00 a.m.	_____	10:00 p.m.	_____
10:30 a.m.	_____	10:30 p.m.	_____
11:00 a.m.	_____	11:00 p.m.	_____
11:30 a.m.	_____	11:30 p.m.	_____
12:00 noon	_____	12:00 midnight	_____
12:30 p.m.	_____	12:30 a.m.	_____
1:00 p.m.	_____	1:00 a.m.	_____
1:30 p.m.	_____	1:30 a.m.	_____
2:00 p.m.	_____	2:00 a.m.	_____
2:30 p.m.	_____	2:30 a.m.	_____
3:00 p.m.	_____	3:00 a.m.	_____
3:30 p.m.	_____	3:30 a.m.	_____
4:00 p.m.	_____	4:00 a.m.	_____
4:30 p.m.	_____	4:30 a.m.	_____
5:00 p.m.	_____	5:00 a.m.	_____
5:30 p.m.	_____	5:30 a.m.	_____

HOW SELF-CONFIDENT AM I?

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES: Primary: Analyze human behavior.
Other: Analyze situations, factors or conditions.
Motivate others.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Questionnaire-"How Self-Confident Am I?" handout

PROCEDURE:

1. Arrange class in a circle

2. Have students complete questionnaire entitled "How Self-Confident Am I?"

3. Begin discussion by asking a class member to explain what they wrote. (Be sure to protect privacy of students.)

4. In similar manner discuss 3 and 4 more questions similar to the following:

   a. What is self-confidence?
   b. Where do we get our self-confidence?
   c. How can we build self-confidence?
   d. How can we build self-confidence if we do not have any?
   e. Why do some people have self-confidence and others do not?

5. Summarize in a short paragraph by each student on "how does my level of self-confidence affect my personality?"

EVALUATION:

Have each student write a short paragraph on "How my level of self confidence affects my personality?"

REFERENCE:

Home and Family Life Education. Focus on families: Aguide for planning. Olympia, WA.: State Superintendent of Public Instruction, 1979, pp. 22, 22a.

HOW SELF-CONFIDENT AM I?

Answer the following items true or false:

___ 1. Starting a conversation with a stranger is usually easy for me.
___ 2. I dislike setting up stunts to put life into a party.
___ 3. I never become extremely excited about a situation.
___ 4. Making up my mind is usually hard for me.
___ 5. I like to meet important persons.
___ 6. I think I am a shy person.
___ 7. The presence of important people does not make me self-conscious.
___ 8. Criticism usually makes me feel bad.
___ 9. I rarely feel nervous.
___ 10. It does not take much to make me blush.
___ 11. Seldom do I feel just miserable.
___ 12. When others disagree with me I feel discouraged.
___ 13. It takes more than praise to convince me I am succeeding.
___ 14. I often go out of my way to avoid meeting someone.
___ 15. I usually solve my problems without help.
___ 16. Others seem to want to take advantage of me.
___ 17. I do not experience feelings of inferiority.
___ 18. A good sales talk makes it hard for me to say "No."
___ 19. My feelings are not easily hurt.
___ 20. Many times I have up and down moods.
___ 21. I would not mind making an important speech in public.
___ 22. I get stage fright easily.
___ 23. Having someone watch me work does not bother me.
___ 24. Scoffing and teasing make me uncertain of myself.
___ 25. I think I am fairly self-confident.

WHO AM I?

PROGRAM GOAL: The student is able to facilitate individual and group action toward identified goals.

ENABLING OBJECTIVES:
Primary: Analyze human behavior.
Other: Analyze situations, factors or conditions.
Identify concerns, issues, problems or interests.

LEVEL: JR____ SR X__ BOTH____

TIME: 1 hour

RESOURCES OR EQUIPMENT: Case studies

PROCEDURE:

1. Distribute activity sheet "case studies" to each student.
2. Divide the class into groups of 4 to 5 students.
3. Have each group select a leader and recorder.
4. Record the 3 case studies in the small groups and discuss the questions which follow.

EVALUATION:

Discussion or short answer essay:

1. Why is it important for a leader to be able to analyze the behavior of others?
2. What is the leader's role in "giving" strokes?
3. How can we as leaders give more strokes and encourage others to give strokes, too?
4. Do people of all ages need strokes? Describe the needs of a small child, a parent, a grandparent?

REFERENCE:

James, M. People book: Transactional analysis for students. Addison-Wesley, 1975,

WHO AM I?

CASE STUDIES

Case Study 1

Dwain "hurt all over," he wrote, "body, head, feelings, heart, all hurt . . . sick and tired of it all . . . no reason to go on . . . I'd be better off dead." The creative writing teacher had found the note crumpled in a waste basket. He'd never received it and couldn't quite remember who Dwain was until the despairing work jogged his memory. Dwain was the tall, skinny, pimply-faced sophomore who always seemed alone. He usually sat in a corner of the room by himself. When the teacher asked for volunteers to take parts or stage manage, Dwain consistently signed up for isolated jobs such as curtain pulling, which received little recognition.

Case Study 2

Joyce was quite the opposite. She had a bouncy personality and a great desire for recognition. When the drama teacher asked for volunteers, Joyce's hand was the first one up and inevitably she wanted to be sure her name was on the program. It always was. People responded to her warmth and her concern over others. Joyce was well liked.

Case Study 3

Oscar was hard-working, rather quiet student who would often volunteer for jobs requiring physical strength. Oscar could be counted on to do things such as moving scenery and arranging the auditorium. He carried his portable radio with him and was up on all sports events. Students and teachers occasionally stopped to ask him how some game was going. Oscar's face would light up and he would go into a long discussion of the ups and downs of the particular sports event.

1. What kind of strokes do you think Dwain needed that he didn't get?

2. What could he have done differently to get strokes?

3. What kind of strokes might a friend give Dwain?

4. What kind of strokes was Joyce receiving? Why? What are her needs? Is there a pattern?

5. What strokes did Oscar get?

6. List some of your favorite strokes. When did you receive them last? Who were they from? Have you received any negative strokes lately? Who from? Why did you receive them?

JOSHUA IN A BOX

PROGRAM GOAL: The student is able to facilitate individual and group progress toward identified goals.

ENABLING OBJECTIVES:
Primary: Analyze human behavior
Other: Identify concerns, issues, problems or interests.
Clarify issues, problems, concerns or interests.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT:

Film projector, screen
Film: Joshua in a Box

PROCEDURE:

1. Wrap a large box in plain paper. Have the students brainstorm on how we put people in boxes and write all the ideas on the box.
2. Discussion of where we get the ideas about our expectations of people.
3. Have students cut out their own boxes.
4. Have students write on the outside of their box how they stereotype other people.
5. On the inside of their box have the students write down how they are put in boxes.
6. Tape the box together and hang as mobiles.
7. Show "Joshua in a Box" and discuss what Joshua did.

EVALUATION:

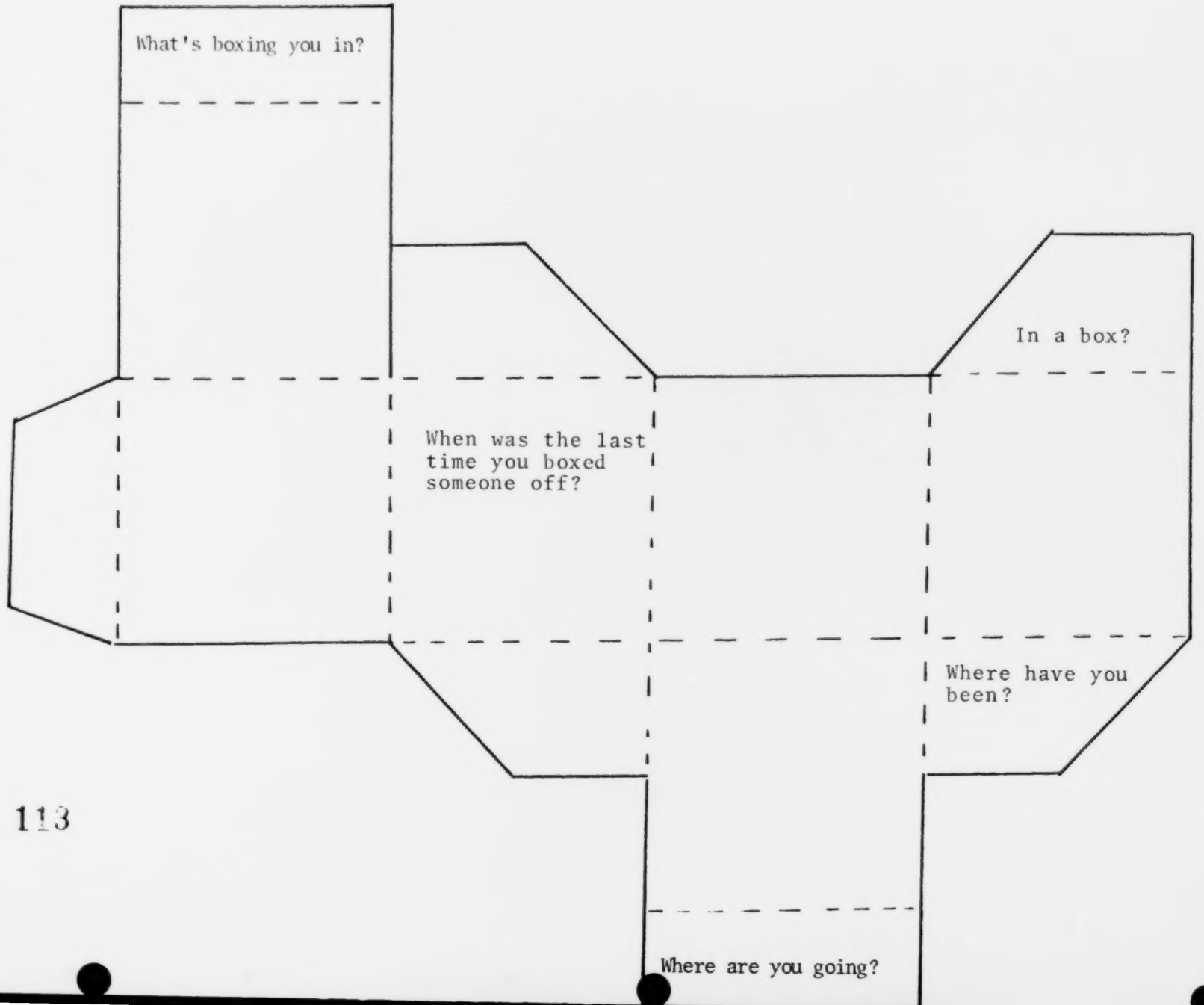
Develop a short answer quiz for discussion similar to the following:

1. Why do we put ourselves and others into "boxes"? What are some of these boxes?
2. What are the dangers of the tendency?
3. How can we help others get out of boxes?
4. How can we get out of boxes?
5. How can we reduce our own tendency to put others into boxes?

REFERENCES:

Film--"Joshua in a Box"; available from Washington State Film Library, Olympia, Washington.

Teen Times, Future Homemakers of America, March/April 1976, entire issue.


What's boxing you in?
When was the last time you boxed someone off?
In a box?
Where have you been?
Where are you going?

113

114

UNIT PLAN 3

Communication

Unit Plan 3: Communication — Length: 2-3 weeks

Program Goal: The student is able to disseminate and receive information through written and oral communication. — Level: Adaptable to grades 7-12

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
The student is able to listen and follow instructions	Lecture/Discussion: Summarize the value of good listening, the need to follow directions and the importance of accurate communication. Use active listening behavior.	"Paragraph Exercise: Activity Sheet p. 102	Each student reads sample paragraph and in their own words summarize in one sentence the essence of the sentence.
		"Listening Skills Practice" Activity Sheet p. 103	Each student writes responses to their own listening skills based on what was said.
The student is able to participate in group discussion	Large Group: Review the importance of listening skills and the role interpretation plays in communication. Why do some people "hear differently" than others? Why is it important to have the ability to summarize? Why is accurate communication important? What are some pitfalls of inaccurate communication? How do you prevent rumor?	"Active Listening" Activity Sheet p. 104	Each student will write up an interview experience of an unsuspecting friend using various listening behaviors.

Unit Plan 3: Communication

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
The student is able to communicate in writing	Lecture/Discussion: Why is it important to communicate in writing? Individual: Ask each student to write a telegram in fifteen words or less and "sign". Small Groups: Discuss telegrams and divide class in teams of three to rewrite telegrams.	"I Urge Telegrams" Activity Sheet, p. 122	Have students develop checklist for evaluating grammar, punctuation, clarity, conciseness, spelling, etc.
The student is able to communicate orally	Small Groups: Each group is divided into 2 teams. A group will make a statement--B group will paraphrase it attempting to feed back the feelings of A. Switch rolls.	"Final Check" Activity Sheet p. 105 "Discussion" Fact Sheet, p. 106	Are students able to fully express their viewpoints? Are they fully understood by the receiver?
The student is able to take notes	Lecture/Discussion: Describe the importance of knowing how to take notes. Explain what information is important and what must be communicated both orally or in writing.	"Comprehension and Note Taking" Activity Sheet p. 109	Each student is given notepad to record a given telephone conversation. Record and respond to instructor or group.
The student is able to interpret a problem, issue, concern, or idea to others	Lecture/Discussion: Discuss verbal and non verbal communication. Why do people interpret information differently? What techniques can be used?	"Silent Movies" Activity Sheet p. 110 "Five Squares" Activity Sheet p. 111	How were you limited by the no talking-no gesturing rule? What role did each member of the group play? What problems may have arisen based on false assumptions made by observers?

Unit Plan 3: Communication

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Small Group: Each member is given information which is part of a solution. All information must be shared and analyzed in order to solve the problem.	"Information Sharing" Activity Sheet p. 115	What methods were used to organize? What behaviors assisted or hindered problem solving?
The student is able to analyze importance of accurate communication	Lecture/Discussion: How important is it to communicate effectively? What problems are faced by people who do not understand a language? How do we treat people who have difficulty understanding or speaking?	"Interpersonal Communication" Activity Sheet p. 117	What did this experience illustrate about communication? How did each member feel about the experience? Was the student able to analyze importance of accurate communication?
	Small Group: Divide groups into 4-6 members. Each group is to develop a language of its own. It must be other than English and include a greeting, a description, an evaluative statement and a farewell. Group is divided in pairs and each member trains another its selected language.		

Unit Plan 3: Communication

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
The student is able to formulate questions	Small Groups: Students divide in two groups. One group reads directions, other group draws conclusions from what was heard. The participants ask questions and discuss ambiguous points to demonstrate the effectiveness of listening and feedback.	"One and Two-way Communication" Activity Sheet p. 118	Do students evaluate logical thinking based on criteria available to them.
The student is to plan a meeting	Lecture/Discussion: Discuss procedures in planning for a meeting. Review steps in how well conducted meetings should be held.	Meeting Management Fact Sheet p. 119	Have students show methods used to organize.
The student is able to conduct a meeting	Small Groups: Work with small group to gain skill through practice in conducting a meeting. Why is a well conducted meeting important? How does a well conducted meeting affect getting business accomplished? Likewise, a poorly conducted meeting.		Evaluate students on correct practice parliamentary practices and proper procedures in conducting a meeting.
The student is able to use parliamentary procedure	Lecture/Discussion: Study parliamentary procedure as a classroom activity. Review the various motions and how they are used.	Parliamentary Procedure Manuals "Parliamentary Procedure" Fact Sheet, p. 120	Chair a group and help the individuals make decisions using parliamentary procedures in accordance with the rules.

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Small Group: Practice parliamentary procedures. Assign students chairman and other official roles. Rotate so all students have opportunity to lead. Conduct business using appropriate motions.		
The student is able to criticize without offending	Discussion: Discuss human behavior. Why do we tend to respond negatively to new ideas or ideas of others? How can we give constructive criticism that builds on an idea without making the person who shared it feel badly? Small Group: Have each group select a chairperson and recorder. Give chairperson a list of suggestions, or ideas for a project which are to be stated by the group. Recorder will record group member's responses as each idea is given.	"Constructive Criticism" Activity Sheet p. 124	Take 3 or 4 typical negative responses from list and develop a constructive response. How do students respond?

PARAGRAPH EXERCISE

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Listen.
Other: Communicate orally.
Analyze importance of accurate communication.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: none

PROCEDURE:

Activity:

Use sample paragraph below or any other paragraph. Teacher reads the paragraph aloud. Students volunteer to summarize the essence of the paragraph in one sentence, using their own words.

Ground Rule: No discussion of each person's response will take place until all who wish have said what they heard. Best to have each person write summary then each reads aloud. This skill practice shows the differences in interpretation which may result from the same material. The most effective kind of sample paragraph to use is one in which there is an emotional or loaded word near the beginning. It is important in evaluation that you make it clear there is no right or wrong answer, but that our purpose is to show how differently we hear each other and how important it is to test our summary on the group before we report it as their thinking.

Sample Paragraph:

"The United Nations, we must remember, is in part a communist organization. The Communists always have at least one seat in its major policy making body, the Security Council, and the Soviet Union's permanent veto power in that body, allows the Kremlin to block any action on a substantial issue, that is contrary to its interests."

EVALUATION:

Discuss: Importance of listening skills
The role interpretation plays in communication
Why some people "hear" differently than others
Importance of ability to summarize

REFERENCE:

Menkin, P. A workbook for training discussion leaders. Los Angeles: League of Women Voters, 1968, p. 8. (ERIC Document Reproduction Service No. ED 035 836)

LISTENING SKILL PRACTICE

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Listen.
Other: Communicate orally.
Analyze importance of accurate information.

LEVEL: JR____ SR____ BOTH X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: None

PROCEDURE:

The purpose of this skill practice is to show how differently people hear what someone said and also how habitual it is with most of us to think about what we are going to say while someone else is talking.

Leader explains a little of the theory of communication illustrating the distortion from sender to receiver. An excellent example is the children's game where a statement is passed from person to person. The final statement seldom resembles the original.

Each person is asked to summarize what the preceding person said to his/her satisfaction before stating his/her own opinion. Each person who speaks calls on the next one to give her/his opinion or you may allow people to speak at random. Summarizer must not use exact words of preceding speaking. Any topic which is one of opinion can be used, (i.e., "Should marajuana be legal?" or "Should the driving age be raised to 18?"). This is a leaderless discussion and should not go on for more than 15 minutes.

EVALUATION:

Discuss or have students write responses:

--Analyze your own listening skills. Are you a good listener? What can you do to be a better listener?

--Can you easily express your opinion to others even though you know it differs from theirs? Why is this an important skill?

--Why is accurate communication important? Rumors are frequently started by inaccurate communication. Why are they hazardous? What can you do to end rumors?

REFERENCE:

Menkin, P. A workbook for training discussion leaders. Los Angeles: League of Women Voters, 1968, p. 9. (ERIC Document Reproduction Service No. ED 035 836)

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Listen.
Other: Communicate orally.
Communicate in writing.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT:

PROCEDURE:

Outside assignment must be completed before class discussion can take place.

Assign students an activity to demonstrate the power of active listening. Assign students to practice active listening on an "unsuspecting stranger." For example, interview your friend, a child, a clerk, a waitress, a salesman or some stranger. Use active listening behaviors, such as:

1. Leaning forward
2. Nodding approval and agreement
3. Asking open-ended questions
4. Responding with "I see", "I understand", "Hmmm" and the like
5. Feeding back what you hear. "I hear you saying . . .", "I understand that you. . .", "Are you saying that . . .?", and so on.

Write up your experience and be prepared to share it with the class.

EVALUATION:

Discuss experience.

How did the active listening behavior differ from your usual listening behavior? How did it influence the discussion? How did the speaker respond to an active listener? Why is listening important? As a leader? As a group member?

Practice active listening over the next few days. Record your experience.

REFERENCE:

Robinson, J., Jr., & Clifford, R. A. Leadership roles in community groups. Urbana, IL.: University of Illinois at Urbana-Cahmpaign, College of Agriculture, 1974, p. 36.

FINAL CHECK

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Listen.
Other: Communicate orally.
Analyze importance of accurate communication.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

PROCEDURE:

The group is divided into 2 teams of people. In each team one person is designated as "A" and the other as "B". "A" should make a statement about something and "B" should paraphrase it. "B" should attempt to feed back the feeling of "A". Keep doing this: "A" making a statement and "B" paraphrasing it and feeding back feelings. After about 10 minutes, switch roles with "B" becoming the sender and "A" the receiver.

IMPORTANT: Pick a subject to talk about in which you both have an interest. See if each of you can get your viewpoint fully expressed and understood by the receiver.

EVALUATION:

What did you learn from this exercise? Is it always safe to paraphrase someone else? What did you learn about listening through this exercise? Why are listening skills important?

Why is accurate communication important?

REFERENCE:

Robinson, J. Jr., Clifford, R., & Moorehead, C. Communication in community groups. Urbana-Champaign, IL: University of Illinois, College of Agriculture, 1974, p. 21.

Fact Sheet

Discussion Fact Sheet

Definition and Purpose: Leading a discussion is an essential skill for those who live and work in groups. Although it may seem easy enough to get a "bunch of people to talk", planning and leading a successful discussion is a task that requires knowledge and experience.

The type of group in which the discussion occurs will shape the nature of the discussion. If the group is highly leader-centered and/or controlled, little discussion is likely to take place. If the group is guided by a leader, or if all are seen as equal members, discussion is more apt to be used as a communication and decision-making strategy.

A discussion has several unique characteristics that distinguish it from other forms of communication. It is a social activity which involves a group of people in a cooperative manner. A discussion generally has a purpose or objective and is organized to achieve that intent. It is a free flowing creative process and requires active participation and leadership.

Guidelines: Discussions generally begin with a period of introduction, clarification of the topic, and process. Assertions about the topic are made in the beginning phase. In the second phase of a discussion, assertions are examined, clarified, and reaffirmed or discarded. This phase is often a long and difficult process if the topic is controversial or critical. In the third phase of a discussion, conclusions are drawn and the discussion summarized. New activities may be planned based on the discussion outcome, or further discussions scheduled.

Application: To successfully conduct a discussion, planning is essential. The planner must consider:

Type of discussion (policy, problem solving, etc.)
Topic
Strategies, methods, or techniques to be used
Time
Facilities
Resources

Each factor's impact on the discussion must be analyzed if the discussion is to achieve intended goal.

A discussion leader must be able to:

Contribute
Summarize
Focus
Introduce/Conclude
Question
Support others

Resources:

Gordon, T. Leader effectiveness training. New York: Wyden Books, 1977.

Hanson, P. G. Learning through groups: A trainer's basic guide. San Diego: University Associates, 1981.

Hyman, R. T. Improving discussion leadership. New York: Teachers College Press, 1980.

Leonard, J. M., Fallon, J. J., & von Arx, H. General methods of effective teaching. New York: Thomas Crowell Co., 1972, pp. 223-233.

Schindler-Rainman, E., & Lippitt, R. Building the collaborative community. Riverside, CA: University of California Extension, 1980.

COMPREHENSION AND NOTE TAKING

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Take notes.
Other: Communicate orally.
Communicate in writing.

LEVEL: JR__X__ SR____ BOTH____

TIME: 1-3 hours

RESOURCES OR EQUIPMENT: Note pads, classroom resources

PROCEDURE:

Discuss the importance of knowing how to take notes. Go over what information is important and what must be remembered and written down. Give the students a "Note Pad" to record the information on. Read or act out the phone conversation below and have the students complete the note page recording the important information.

THE PHONE CONVERSATION

The telephone rang at the Smith home. "Hello," said John.
The caller said, "I want to speak with Ms. Smith."
John said, "Mother is not here now. May I take a message?"
"Oh, yes," answered the caller. "Tell her Betty Black will have a PTA planning meeting at her house. The meeting will be next Tuesday at 7:30 p.m. Will you have your mother call to tell me if she can come? This is Betty Black and my telephone number is 364-7825."
John said, "Thank you Ms. Black. I will give her a note."
"Good-bye, John, and thank you," said Ms. Black.
"Good-bye," answered John.

EVALUATION:

Each individual has opportunity to report their responses to another individual or group.

REFERENCE:

Quincy Public Schools. Career education through multi-experience centers. Quincy, IL.: Quincy Public Schools, no date, pp. 74-75.

This page shows a form on which to take a message. Read the telephone conversation first, then complete this note page from information you get from the story.

John wrote this note.

Call for: _____

Caller: _____

Number: _____

Message

What: _____

_____

_____

Where: _____

When: _____

Other
Information: _____

_____

_____

SILENT MOVIES

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Analyze importance of accurate communication
Other: Listen.
Participate in group discussion.

LEVEL: JR____ SR__X__ BOTH____

TIME: 1 hour

RESOURCES OR EQUIPMENT: Film projector
Screen
Film in which people are verbally communicating

PROCEDURE:

This activity follows a discussion of verbal and nonverbal communication techniques.

1. Have students watch a portion of film (without the sound) and write their script as to what the people are saying. Share what they have written with the rest of the class.

2. Replay portion of film with sound on--students will compare what they have written with what was actually said.

3. This activity will lead into discussion about how we communicate nonverbally and how differently nonverbal communication may be seen as compared to what is actually said.

4. Additional activity--Have students watch people in a movie, park or store. What forms of communication are being used? Do this activity with a friend, and compare observations.

EVALUATION:

Discuss: What problems may have arisen based on false assumptions made by observers? Give an example from your own experience where incorrect or inadequate communication resulted in a problem. What steps should be taken when relying on verbal communication to make an important decision?

List three ways to verify accuracy of communications.

REFERENCE:

Home and Family Life Education. Focus on families: A guide for planning. Olympia, WA.: State Superintendent of Public Instruction, 1979, p. 90.

FIVE SQUARES

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Understand importance of accurate communication.
Other: Follow directions.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Puzzle Packet for each participant

PROCEDURE:

Game Description:

There are five students in each group. Each person is given five pieces of a puzzle, one piece from each of the five squares to be formed. The object of the game is to make five squares (equal squares) without talking or gesturing.

Rules:
1. No talking
2. No gestures
3. Only offer pieces--you may not grab a piece from another person
4. Must accept all pieces offered to you
5. Only one piece may be exchanged at a time

EVALUATION:

1. Why did some groups complete their squares and others did not? What techniques were different?

2. What roles did each member of the group play?

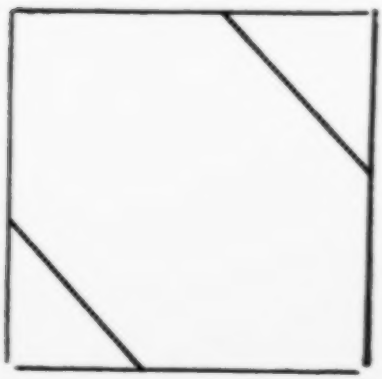
3. How were you limited by the "no talking-no gesturing" rule? Talk about their importance.

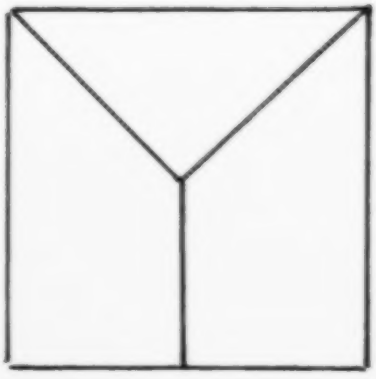
4. How did you feel when you needed someone's piece but could not ask for it?

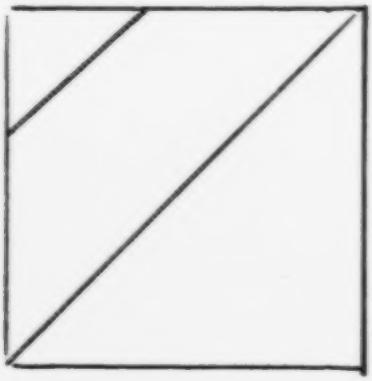
REFERENCE:

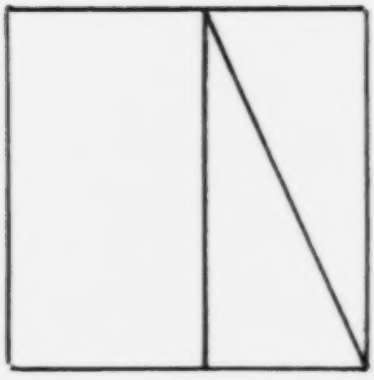
Home and Family Life Education. Focus on families: A guide for planning. Olympia, WA.: State Superintendent of Public Instruction, 1979, p. 88.

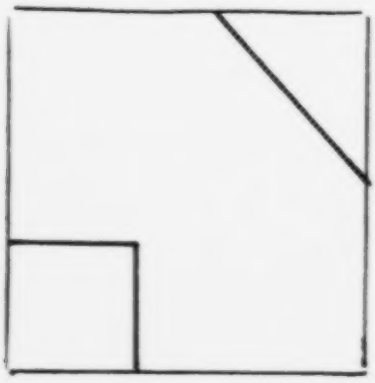
Drawings of completed squares (6" squares cut from heavy tagboard):











INFORMATION SHARING

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Interpret a problem, issue, concern or idea to others.
Other: Communicate orally.
Participate in group discussion.

LEVEL: JR___ SR__X__ BOTH___

TIME: 1 hour

RESOURCES OR EQUIPMENT: Set of 6 information cards for each group.

PROCEDURE:

The goal of this activity is to focus on information sharing, collaboration, and problem solving. Each member of the group is given information which is a part of the solution. In order for the group to solve the problem, all information must be shared and analyzed.

The problem is to determine in what sequence are teachers (by name) in room 703 during the first four periods?

The process:

a. Divide class into groups of 6. Extra members may be assigned as observers.

b. Distribute set of Information Cards to each group, one card per member. Members have 3 minutes to study information cards.

c. When a solution has been reached, the group discusses how it organized to accomplish the task.

d. Have each group share solution and compare to correct solution:

	1	2	3	4
700	Mr. Jones	Mr. Lee	Ms. Martin	Mr. Jacobs
701	Mr. Jacobs	Ms. Martin	Mr. Lee	Mr. Jones
702	Ms. Martin	Mr. Jones	Mr. Jacobs	Mr. Lee
703	Mr. Lee	Mr. Jacobs	Mr. Jones	Ms. Martin

EVALUATION:

Have students show methods used to organize. Did they make a list or chart to aid in decision making?

What behavior assisted or hindered problem solving?

How was problem solving affected by irrelevant information?

How did you "feel" as you worked on this? What feelings did others share?

REFERENCE:

Pfieffer, J. W., & Jones, J. E. A handbook of structured experiences for human relations training, Vol. V. LaJolla, CA.: University Associates, 1975, pp. 39-41.

INFORMATION SHARING

Information Cards

You may tell your group what is on this card, but do not pass it around for others to read.

Information:

Room 701 has Mr. Lee for a teacher during the third period.

Mr. Jones and Ms. Carr do not get along well, so they do not work together.

During the first period, the team leader, whom Harry likes, teaches Room 702.

You may tell your group what is on this card, but do not pass it around for others to read.

Information:

All teachers teach at the same time and exchange groups at the end of each period.

Each teacher likes a different group best. During the second period, each teacher teaches the group he or she likes best.

Each teacher teaches each group during one of the first four periods of the day.

You may tell your group what is on this card, but do not pass it around for others to read.

Information:

The Robert E. Lucas Intermediate School has two teachers' aides, four teachers, and four groups of students.

Ms. Martin is the team leader for the Intermediate Unit.

Mr. Lee likes to work with room 700.

Mr. Jones teaches room 701 during the fourth period but he likes room 702 best.

You may tell your group what is on this card, but do not pass it around for others to read.

Information:

Your group members have all the information needed to find the answer to the following question: In what sequence are the teachers (by name) in room 703 during the first four periods?

Only one answer is correct and you can prove it.

Some of the information your group has is irrelevant and will not help to solve this problem.

You may tell your group what is on this card, but do not pass it around for others to read.

Information:

Ms. Carr and Mr. Jacobs disagree about how it would be best to handle room 702, in which there seems to be a history of abusing substitute teachers.

The team's leader has been at the Robert E. Lucas Intermediate School for five years.

You may tell your group what is on this card, but do not pass it around for others to read.

Information:

The team leader teaches room 701 during second period.

Harry works with room 702 during second period.

Ms. Martin has been at the Robert E. Lucas School for the shortest period of time.

INTERPERSONAL COMMUNICATIONS

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Analyze importance of accurate communication.
Other: Listen.
Interpret a problem, issue, concern or idea to others.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES AND EQUIPMENT: Paper and pencils for each participant

PROCEDURE:

The group is divided into groups of 4-6. Each group is to develop a language of its own. The language must be significantly different from English and include: a greeting, a description of some object, person or event, an evaluative statement about an object or person, and a farewell.

Group members must be able to "speak" their group's language at end of time period (20 minutes).

Each group member should number themselves sequentially, that is from 1 to 4 or 6. New groups are then formed of the 1s, the 2s, the 3s, and so on. Each member chooses a partner and the partners teach each other their language. This must be done without using English or other recognized language. (Time: 20 minutes) If additional time is available: Volunteers can teach their language to a group; Participants are blindfolded or close their eyes and move about the room to reform original group. (Caution: remove all obstacles and hazards from room if using this activity.)

EVALUATION:

Discussion:

a. What did this experience illustrate about communication?
b. How did you feel during the experience?
c. What did you learn about yourself from it?
d. What problems are faced by people who do not understand a language?
e. How do we treat people who have difficulty understanding or speaking? Is our treatment fair?

REFERENCE:

Pfieffer, J. W., & Jones, J. E. A handbook of structured experiences for human relations training. Vol. V. LaJolla, CA: University Associates, 1975, pp. 16-17.

ONE-WAY AND TWO-WAY COMMUNICATION

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES:
Primary: Listen.
Other: Follow directions.
Formulate questions.
Give directions.

TIME: 1-2 hours

RESOURCES OR EQUIPMENT:

Handout: Student resumes
Chairs arranged back to back

PROCEDURE:

1. Students are seated in two rows. Chairs are placed back-to-back at a distance. The first time one group reads directions, and the second group, without discussion, draws figures based on what they heard.

   The second time, participants can ask questions and discuss ambiguous points.

   The results should clearly demonstrate the effectiveness of listening and feedback.

2. Students are given a situation--Selection of four students to represent the organization at the national leadership convention. This is a much sought after opportunity and eight senior students have been chosen as finalists by the high school faculty and administration.

   Ten leadership characteristics have been identified and criteria for making the final selections. Resumes on all eight candidates are available to students.

   Students are asked to make the final four individuals based on the criteria and resumes.

EVALUATION:

Can evaluate logical thinking of students based on criteria available to them.

REFERENCE:

Marion, R. L. Leadership and rehabilitation training for troubled adolescents in a tri-ethnic setting. Personnel and Guidance Journal, February 1979, 57(6), 311-312.

Fact Sheet

Meeting Management

Definition and Purpose: Meeting management is a collection of techniques which can be used to strengthen the planning and conducting of meetings. The techniques and strategies that are recommended will assist in making meetings more fun, more productive and easier to manage.

Guidelines: Recommendations for meeting management are varied and numerous. Most sources recommend that a successful meeting involves the following steps:

Planning the meeting
- Determining purpose
- Setting the agenda
- Arranging for agenda items (resources, speakers, facilities)
- Delegating responsibility for program items

Conducting the Meeting
- Sharing the agenda
- Making members feel involved
- Conducting business
- Concluding meeting
- Announcing next meeting

Follow-Up
- Complete action recommended at meeting
- Get feedback from officers, advisers, members
- Make plans for next meeting

Application: Students can use meeting management principles to conduct small group meetings, class sessions and school organization meetings. Have students evaluate the effectiveness of a well planned meeting and discuss the advantages of planning.

Resources:

Bradford, L. P. Making meetings work. San Diego: University Associates, 1976.

Bradford, L. P. (Ed.). Group development. San Diego: University Associates, 1978.

Francis, D., and Young, D. Improving work groups: A practical manual for team building. San Diego: University Associates, 1979.

Schindler-Rainman, E., and Lippitt, R. Taking your meeting out of the doldrums. La Jolla, CA: University Associates, 1977.

Trade and Industrial Education Service. Conducting your meeting. Columbus, OH: Trade and Industrial Education Instructional Materials Laboratory, Ohio State University, 1973.

Fact Sheet

Parliamentary Procedure

Definition and Purpose: Parliamentary Procedure is a set of procedures that provide for an effective way to accomplish group business in an orderly way. Its purpose is to involve all student members in parliamentary skills that can increase their ability in participating in meetings both as a leader and as a member.

Guidelines: Every meeting using parliamentary procedure should have an agenda which is an organized order in which business is conducted. There are five basic principles of parliamentary procedure which serve as guidelines in conducting meetings. They are:

1. Only one subject may claim the attention of the assembly at one time.
2. Each proposition presented for consideration is open to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out, and the rights of the minority must be preserved.
5. The personalities and desires of each member should be merged into the large unit of the organization.

Application: Learning parliamentary procedure skills and practicing it has many practical applications. It gives students first hand experience in respecting the rights of others, doing business in an organized and orderly way, and acting democratically. Emphasis must be placed on holding practice sessions to give each student an opportunity to practice proper parliamentary procedure as a member and as the presiding officer.

For example, a group might be asked: to explain the purposes and functioning of parliamentary procedure; to classify a list of motions as to type and use; to describe how to obtain the floor at a meeting; to introduce a motion during a meeting; to demonstrate the correct use of parliamentary procedure in a mock meeting.

A working knowledge of parliamentary procedure prepares students to take part in meetings.

RESOURCES:

Brings, L. Clever introductions for chairmen. Danville, IL: The Interstate Printers and Publishers, Inc.

Broadrick, K. Parliamentary procedures: Tool of leadership. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1974.

Gray, W. P. A handbook for national FFA officers. Washington, D.C.: National Association of Future Farmers of America.

Gray, W. P. Leadership in group discussions. Washington, D.C.: National Association of Future Farmers of America.

Henderson, M., & Rucker, H. J. A guide to parliamentary procedures. Danville, IL: The Interstate Printers and Publishers.

National FFA Organization in Cooperation with the U.S. Office of Education. FFA activity handbook. Department of Health Education and Welfare, 1978.

_____. FFA adviser's handbook, 1978.

_____. Chapter guide to FFA activities, 1978.

_____. Student handbook--FFA, 1977.

Official FFA manual. Alexandria, VA: National FFA Supply Service, 1982.

Robert, M. Robert's rules of order (Rev. ed.). Chicago, IL: Scott, Foresman, and Company, 1979.

Russell, K. L. The how in parliamentary procedures. Danville, IL: The Interstate Printers and Publishers, Inc.

Stewart, W. F. Helps in mastering parliamentary procedure (Rev. ed. by R. E. Berder, G. Giuter, & R. J. Woodin). Zanesville, OH: G. A. Biery, Inc., 1976.

Sturgis, A. Sturgis standard code of parliamentary procedure. NY: McGraw-Hill Book Company, 1966.

I URGE TELEGRAMS

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES. Primary: Interpret a problem, issue, concern or idea to others
Other: Communicate in writing.
Participate in group discussion.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT: Telegram forms or blank note cards

PROCEDURE:

Activity:

The purpose of this activity is to assist the student in communicating in writing to others. It forces the student to take a stand and to communicate his or her opinion in a few words.

Ask each student to write a telegram to a real person. Begin the telegram with the words "I urge you to . . .". The message must be 15 words or less in length. Have each student sign his or her name. Telegrams may be sent to legislators, local officials, school administrators, friends, family members, celebrities or athletes.

Telegrams can be shared in class to stimulate discussion, clarification, improvement. Or, telegrams can be posted on bulletin board for all to see.

EVALUATION:

Have students divide into teams of three to rewrite telegrams based on peer suggestions.

Ask students how they would feel if they were the person receiving the telegram. Why is it important to communicate our opinions to others? What would happen if no one communicated their opinions?

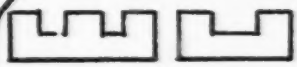
Have students develop a check list for evaluating the "I Urge Telegrams". Include: grammar, punctuation, clarity, conciseness, spelling, etc.

Have student discuss the importance of each of these factors when communicating in writing.

REFERENCE:

Simon, S., Howe, L., & Kirschenbaum, H. Values clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing Company, 1972, p. 264.

T E L E F A X



Western Union

Call Letters _____ _____

Charge To _____

S E N D I N G B L A N K

Send the above message, subject to the terms on back hereof, which are hereby agreed to.

P L E A S E T Y P E O R W R I T E P L A I N L Y W I T H I N B O R D E R, D O N O T F O L D

CONSTRUCTIVE CRITICISM

PROGRAM GOAL: The student is able to disseminate and receive information through written and oral communication.

ENABLING OBJECTIVES: Primary: Criticize others without offending.
Other: Listen.
Communicate orally.

LEVEL: JR____ SR____ BOTH__X__

TIME: 1 hour

RESOURCES OR EQUIPMENT:

PROCEDURE:

Divide students into small groups of 4-8 members. Have each group select a chairperson and a recorder. Give each chairperson a list of suggestions or ideas for a project (money raising projects, dance themes, field trip sites, etc.) which are to be shared with the group. Ask the recorder to record group member responses as each idea is given.

Have each recorder share student responses to ideas by listing on chalkboard, overhead or butcher paper. Ask class to identify all of the responses which were positive. Then have the group examine all of the responses which were negative or critical.

EVALUATION:

Which kind of responses were in the majority? Positive or negative?

Why do we tend to respond negatively to new ideas or other people's ideas?

How can we give constructive criticism that builds on an idea without making the person who shared it feel badly?

Take 3 or 4 typical negative responses from the list and develop a constructive response.

REFERENCE:

Weaver, C. Pullman, WA.: Washington State University, 1982.

UNIT PLAN 4

Evaluation

Unit Plan 4: Evaluation

Length: 2-3 weeks
Level: Adaptable to grades 7-12

Program Goal: The student is able to evaluate individual and group action

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
Student will create opportunities for others to participate in evaluation activities	Lecture/Discussion: Discuss importance of all people participating in evaluation activities. Brainstorm ways to increase participation in evaluation activities (i.e.: surveys, checklists, questionnaires, interviews, etc.)		Students can list 3 reasons to create opportunities for others to participate in evaluation activities.
	Small Groups: Develop an evaluation instrument that can be used by all participants to evaluate an activity or project.		Students share evaluation instruments in class.
Student will collect data/information	Lecture/Discussion: How do you collect data? Describe methods used in data collection and importance of accurate information. Provide information on importance of well defined questions to collect the information derived.	"Evaluation" Activity Sheet p. 129	Students select appropriate topic and develop survey questionnaire.
Student will analyze information	Large Groups: Students will tally results, analyze information. Did the survey results reveal what was expected? What are some concerns to remember when reaching results? Why is accuracy important? Share results with others.		Did the survey results reveal what was expected? What are some situations when surveys can be used? Check accuracy in compiling results.

Unit Plan 4: Evaluation

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Individual Students: Direct each student to field test instrument to get interviewing experience, communication skill and check questions for clarity.		Student response and contribution in the evaluation of the survey product.
Student will appraise progress	Lecture/Discussion: Describe the importance and value of doing your best. What is a high standard of accomplishment? How should an effective meeting operate? What are highlights? What are low points? What can be done to improve your contribution; group contribution? How can we eliminate communication barriers?	"Evaluation, Feedback and Stop Session" Activity Sheet p. 132	Each student is given opportunity to submit ideas for improving activity and how they can contribute to improvement.
Student will assess needed action	Lecture/Discussion: Review progress made in reaching goals in carrying out a project, activity or assignment.	"Spot-Check" Activity Sheet p. 134	Each student submits written report as to how activity can be reevaluated.
Student will adjust goals	Large Groups: Have students review their accomplishments and reevaluate the progress made. Direct students to adjust goals, adjust deadlines, and/or make a new plan of action to facilitate project completion.		

Unit Plan 4: Evaluation

Enabling Objectives	Learning Activities	Resources	Evaluation Activities
	Small Groups: Using information available divide class into small groups to discuss various alternative ways a specific project, activity, or assignment can be accomplished.		Each small group submits oral or written report on alternate methods in reaching program goals.

EVALUATION

PROGRAM GOAL: The student is able to evaluate individual and group progress.

ENABLING OBJECTIVES: Primary: Collect data/information.
Other: Create opportunities for others to participate in evaluation activities.
Analyze information.

LEVEL: JR____ SR____ BOTH__X__

TIME: 3-4 hours

RESOURCES OR EQUIPMENT: Student developed survey

PROCEDURE:

Activity:

The purpose of this activity is to assist students in the collection and analysis of information. Direct students to develop and administer a survey instrument which will gather student opinions on a current school or community issue (closing of schools, open campus, annexation, curfew, park development, funding proposals, etc.). It would be best if the issue also related to class content. Be sure to work with students to obtain permission to administer the survey. Suggested steps:

1. Determine topic
2. Select sample (who will we ask?)
3. Get permission to administer instrument
4. Write questions
5. Field test instrument (ask a few people to complete it; check questions for clarity, typing errors, time to complete, etc.)
6. Distribute survey
7. Tally results
8. Analyze results
9. Share results with the sample and others

EVALUATION:

Help students to analyze both the product and the process of the survey. Evaluate how well the process went: Did everyone share equally in the work? What would we do differently next time? Was it too long? Too short? How could we have gotten more of the surveys back?

Evaluate the product of the survey: Did the survey reveal what we thought it would? Do people generally agree or disagree on this topic? If you were in charge, what would you do? What are

some other situations in which we might want to take a survey? At home? At school? At work? In the community? What purpose does a survey serve? How does it help people feel that they have had a say in a decision? What are some cautions that must be kept in mind when conducting a survey? What are some cautions to keep in mind when reading the results of a survey?

REFERENCES:

Weaver, C. Pullman, WA.: Washington State University, 1982.

Young, S. Developing a student leadership class. Reston, VA.: National Association of Secondary Principles, 1977.

EVALUATION, FEEDBACK AND STOP SESSION

PROGRAM GOAL: The student is able to evaluate individual and group action

ENABLING OBJECTIVES: Primary: Create opportunities for others to participate in evaluation activities.
Other: Assess needed action.

LEVEL: JR____ SR____ BOTH__X__

TIME:

RESOURCES OR EQUIPMENT:

PROCEDURE:

Students will evaluate a meeting or activity based on previous discussion of how effective meetings should operate. In addition the individual and group participation and productivity of the group should be highlighted prior to student discussion. The attached page shows some of the questions that can be effectively used.

EVALUATION:

Each individual is given opportunity to submit ideas for improving an activity.

Evaluation to improve sessions, etc., are shared with the rest of the group for improvement of the session.

REFERENCE:

Schindler, E., & Lippitt, R. Building the collaborative community. Riverside, CA.: University of California Extension, 1980, p. 124.

FEEDBACK AND STOP SESSION SAMPLES

1. Highlights of our meeting to me were:

2. Low points for me were:

3. Things I'd like to see happen at our follow-up meeting:

4. Suggestions I have for the staff (group) are:

5. How do you feel about the PRODUCTIVITY OF YOUR GROUP? Please check:

   VERY PRODUCTIVE ___ FAIRLY PRODUCTIVE ___ FAIRLY UNPRODUCTIVE ___ VERY UNPRODUCTIVE ___

   Please comment on why you answered as you did.

6. How do you feel about your personal productivity in your group so far? Please check:

   VERY SATISFIED ___ FAIRLY SATISFIED ___ SOMEWHAT DISSATISFIED ___ VERY DISSATISFIED ___

   Please comment on why you answered as you did.

7. Now jot down a few ideas of how your group could improve its productivity. Please discuss number 3 as a total group and make any changes you desire so that your group will function more productively.

8. What barriers to communication, if any, are operating in our group?

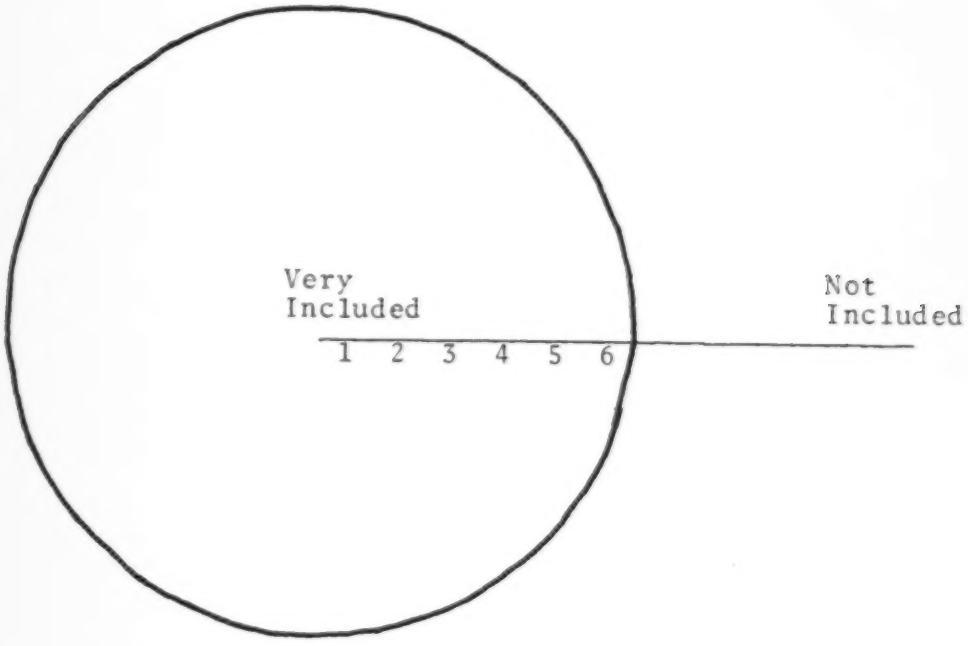
9. What can we do to minimize these barriers?

10. What can you/other members do when you feel the barriers reappear?

11. On the "faced scale" please mark an X which represents how you feel now.

___ ___ ___

12. How much do you feel included in this group? (as represented by the circle below)



SPOT CHECK

PROGRAM GOAL: The student is able to evaluate individual and group action.

ENABLING OBJECTIVES: Primary: Appraise progress.
Other: Analyze information.
Assess needed action.

LEVEL: JR____ SR____ BOTH_X__

TIME: 1 hour

RESOURCES OR EQUIPMENT:

PROCEDURE:

This activity needs to be used while students are carrying out a project, activity or assignment. It is designed to help them appraise progress and assess needed action.

Direct groups to analyze their project, activity or assignment to check:

1. Activities planned
2. Activities completed to date
3. Action needed to complete project

Using information from #3 have students adjust goals, adjust deadlines, and/or make a new plan of action to facilitate project completion.

EVALUATION:

Discuss with students the importance of a spot check.

Did they realize how much had to be done for project completion?

Had they forgotten about a part of their plan or some necessary action?

Did the spot check help improve the final project?

Did the spot check motivate them to make better use of time or resources?

REFERENCE:

Weaver, C. Pullman, WA.: Washington State University, 1982.

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FILMS

All About Bobby. Brad Stanley. 16 min., 1975, Junior High Level.
An approach to the understanding of ourselves and others close to us. How others see us and how we see others. Getting to know Bobby better helps viewers discover more about themselves.

Ark. Arthur Barr Productions. 20 min., 1971, Junior/Senior High Level. Portrays the moral aspect of the natural environment problem by presenting a story in which a man's attempts to protect pond creatures from pollution are thwarted by other men.

Bill Cosby on Prejudice. Bill Cosby/KCET-TV. 24 min., 1971, Senior High Level. All the typical cliches and stereotypes about particular groups of people are gathered into one long monologue by a super-bigot.

Check It Out. McGraw-Hill Films. 13 min., 1975, Junior High Level. The Bill Cosby cartoon characters discover how easy it is to misjudge a person, and learn that when in doubt about something, the first thing to do is to check out your information.

Cipher in the Snow. Brigham Young University. 22 min., 1973, Senior High Level. Shows the effect that neglect and unconcern can have on some people. One teacher resolves that, "No one shall leave my class a nobody".

Climb. Dewitt Jones. 22 min., 1974, Senior High Level.
The thoughts of two men transform an exquisitely suspenseful rock climbing film into a parable of living, of struggle, of independence and interdependence.

Communication or Confrontation. Sandler Institutional Films. 18 min., 1975, Junior/Senior High Level.
Three situations are used to demonstrate how one's point of view can get in the way of meaningful communication. These situations include (1) two students, (2) a mother and daughter, and (3) a salesperson and customer.

Courage to Succeed. Saxon Communication Group, Ltd., 1977, Junior/Senior High Level.
Diane Nyad demonstrates a challenge to achieve self-imposed goals, the meaning of success and failure in sports. Shows her attempt and triumph of swimming around New York's Manhattan Island, and her attempt to swim the English Channel.

Day in the Life of Bonnie Consolo. Barry Spinello. 16 min., 1974, Junior/Senior High Level.
Bonnie Consolo is a most unusual and inspirational woman. A person who was born without arms, yet leads a normal and productive life. The film follows her through a typical day as she cares for her home and family.

Different Drum. Brigham Young University. 21 min., 1974, Senior High Level. The freedom of choice of an Indian in his senior year of high school is rejected by his father who sees college as the only route to success. Incidents which demonstrate the dependence of the educated on the skills of the mechanic bring a meeting of the minds.

Francesca Baby. ABC Television. 46 min., 1977, Senior High Level.
A story about how a seventeen year old and a ten year old cope with their alcoholic mother. Through a series of events, they discover that there is help to be found, people who care, and that working together is a key to solving their problems.

Is It Always Right to be Right? Stephen Bosustow Prod., 8 min., 1970, Senior High Level.
Parable as told by Orson Wells that highlights centers of divisiveness in our society; the generation gap, war, poverty, and race.

It's My Decision as Long as It's What You Want. McGraw-Hill Films. 13 min., 1974, Junior/Senior High Level.
Presents a dramatization of a discussion between a mother and daughter designed to promote conversation on the problems of communication and the various ways parents and children communicate with each other.

J.J. Gets Ready. Journal Films. 10 min., 1977, Senior High Level.
Techniques and procedures of preparing to deliver a speech. How to make an outline rather than a verbatim transcript, to give examples and illustrations of ideas, and to rehearse.

J.J. Gets to His Feet. Journal Films. 10 min., 1977, Senior High Level. Discusses techniques that will help a person relax and deliver an effective presentation. How to move around, to talk to one or two members of the audience at a time, and to gesture and use the body to put action into a speech.

Joshua in a Box. Stephen Bosustow Prod. 5 min., Junior/Senior High Level.
An animated character trapped in a box dramatizes this study of man's needs, emotions, and values.

Joy of Achievement. Albert Saparoff/Dana Prod. 14 min., 1974, Junior/Senior High Level.
The film depicts people from childhood through old age, including the handicapped, involved in constructive, positive accomplishments.

Listening Beyond Words. Brigham Young University. 20 min., 1975, Senior High Level.
Demonstrates through a series of incidents that we should listen not only to what is being said verbally, but also to what is being said without words. Incidents involve a family, a school situation, a business, and a church.

Matter of Inconvenience. James Stanfield. 10 min., 1976, Junior/Senior High Level.
An enthusiastic and unusual group of young people ski at Lake Tahoe, Nevada; they are blind or amputee. They refuse to accept the stereotype of "helpless" and prove that a disability does not have to be handicapping.

Reporting and Briefing. Centron Films. 15 min., 1979, Senior High Level. Contrasts and discusses good and poor techniques involved in making oral reports in business, school, government, and clubs.

Rosey Grier: The Courage to Be Me. Churchill Films. 24 min., 1978, Junior/Senior High Level.
The life of pro-football star Rosey Grier, his achievements in athletics, show business, politics and community work. Emphasizes his personal struggles from growing up in poverty to overcoming lack of confidence, rejection and fear. Through perseverance and refusing to give up he learns to rise above his failures, develops a belief in himself and succeeds.

The Fable of He and She. Learning Corp. of America. 11 min., 1974, Junior/Senior High Level.
An animated fable which challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression.